

# **21<sup>st</sup> Century Community Learning Centers Program**

## **Request for Application (RFA) For Programs Proposing to Serve High School Students**

No Child Left Behind Act (P.L. 107-110)

**Healthy Start and After School Partnerships Office  
California Department of Education  
1430 N Street, Suite 6408  
Sacramento, CA 95814  
(916) 657-3558**



# California 21<sup>st</sup> Century Community Learning Center Request for Applications Information Webcast

**July 31, 2002 - 9:30 a.m. to Noon**

The Request for Applications (RFA) is available on the California Department of Education Web site at [www.cde.ca.gov/afterschool/](http://www.cde.ca.gov/afterschool/).

The California 21<sup>st</sup> Century Community Learning Centers RFA Information live Webcast is scheduled for **July 31, 2002, from 9:30 am to Noon**. The Webcast will originate from the Sacramento County Office of Education and broadcast to several locations listed below. To attend one of the site locations, you must pre-register by contacting the person listed for the location, as space is limited. Those unable to attend will be able to view the streaming video on the Web after the event.

**Please download a copy of the RFA from the Web for reference during the Information Webcast.**

<b>Region</b>	<b>Location</b>
<b>1</b> Del Norte, Humboldt, Lake, Mendocino, Sonoma	<b>2 locations</b> Humboldt State University Seiman Hall, Room 108 Arcata, CA 95521  Mendocino County Office of Education 2240 Eastside Road, room South East Ukiah, CA 95482  <i><b>Contact person both locations:</b></i> Lucia Bianchi (707) 467-5145
<b>2</b> Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity	Butte County Office of Education 1859 Bird Street, Board Room Oroville, CA 95965  <i><b>Contact person:</b></i> Melissa Sanders (530) 532-5648
<b>3</b> Alpine, Colusa, El Dorado, Placer, Nevada, Sacramento, Sierra, Sutter, Yolo, Yuba	Sacramento County Office of Education 9738 Lincoln Village Dr. Sacramento, CA 95827-3399  <i><b>Contact person:</b></i> Jim Gaston (916) 861-0611
<b>4</b> Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano	<b>2 locations</b> Alameda County Office of Education 313 W. Winton Avenue, Room 142 Hayward, CA 94544  Marin County Office of Education 1111 Los Gallinas Ave., Hollis Hall San Rafael, CA 94903  <i><b>Contact person both locations:</b></i> Joy Tabernik (510) 559-3193
<b>5</b> Monterey, San Benito, Santa Clara, Santa Cruz	<b>2 locations</b> Monterey County Office Education 901 Blanco Cr., P.O. Box 80851 Salinas, CA 93912  Santa Clara County Office of Education 1290 Riddeo Park Drive San Jose, CA 95131  <i><b>Contact person both locations:</b></i> Maricela Santana

	(831) 755-0369
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## California 21<sup>st</sup> Century Community Learning Center Request for Applications Information Webcast

<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;">Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne</p>	<p style="text-align: center;">Stanislaus County Office of Education 1100 H Street, first floor, technology wing Modesto, CA 95354</p> <p style="text-align: center;"><i><b>Contact person:</b></i> Mary Ann Uyeno (209) 525-5088</p>
<p style="text-align: center;"><b>7</b></p> <p style="text-align: center;">Kings, Fresno, Madera, Mariposa, Merced, Tulare</p>	<p style="text-align: center;"><b>2 locations</b></p> <p style="text-align: center;">California State University 5201 N. Maple Ave., Education Bldg., room 187 Fresno, CA 93740</p> <p style="text-align: center;">Tulare County Office of Education Educational Center 2637 W. Burrel Visalia, CA 93278</p> <p style="text-align: center;"><i><b>Contact person both locations:</b></i> Vicky Contreras (559) 651-0155</p>
<p style="text-align: center;"><b>8</b></p> <p style="text-align: center;">Kern, San Luis Obispo, Santa Barbara, Ventura</p>	<p style="text-align: center;"><b>2 locations</b></p> <p style="text-align: center;">Kern County Office of Education 1300 17<sup>th</sup> St., room 1-A Bakersfield, CA 93301-4533</p> <p style="text-align: center;"><i><b>Contact person:</b></i> Janis Jones (661) 636-4635</p> <p style="text-align: center;">Ventura Co. Superintendent of Schools 550 Airport Way, James F. Cowan Conference Center Camarillo, CA 93010</p> <p style="text-align: center;"><i><b>Contact person:</b></i> Judy Seyle (805) 388-4412</p>
<p style="text-align: center;"><b>9</b></p> <p style="text-align: center;">Imperial, Orange, San Diego</p>	<p style="text-align: center;"><b>2 locations</b></p> <p style="text-align: center;">San Diego County Office of Education 6401 Linda Vista Road, Bldg. 2, room 202 (Joe Rindone Regional Technology Center) San Diego, CA 92110</p> <p style="text-align: center;"><i><b>Contact person:</b></i> Kathy Sholan (619) 718-6655</p> <p style="text-align: center;">Orange County Office of Education 200 Kalmus Dr., Bldg. A, Board Room Costa Mesa, CA 92628</p> <p style="text-align: center;"><i><b>Contact person:</b></i> Thea Savas (949) 548-1004</p>

# California 21<sup>st</sup> Century Community Learning Center Request for Applications Information Webcast

<p style="text-align: center;"><b>10</b> Inyo, Mono, Riverside, San Bernardino</p>	<p style="text-align: center;"><b>3 locations</b></p> <p>Riverside County Office of Education 3958 12<sup>th</sup> Street, the Smith Room Riverside, CA 92502-0868</p> <p><i><b>Contact person:</b></i> Jill Johnson (909) 826-6247</p> <p>San Bernardino Co. Educational Services 601 North E St., Conference room E San Bernardino, CA 92410-3093</p> <p><i><b>Contact person:</b></i> Maria Huizar (909) 386-2696</p> <p>Desert Mountain Educational Service Center 17800 Highway 18, PC Lab Apple Valley, CA 92307</p> <p><i><b>Contact person:</b></i> Maria Huizar (909) 386-2696</p>
<p style="text-align: center;"><b>11</b> Los Angeles</p>	<p style="text-align: center;"><b>2 locations</b></p> <p>Los Angeles County Office of Education 12830 Clark Avenue, Rooms 606A and 400. Downey, CA 90242</p> <p>University of California at Los Angeles 480 Charles E. Young Drive, East., Faculty Club Downstairs Lounge Los Angeles, CA 90024</p> <p><i><b>Contact person both locations:</b></i> Rachel Gamby (949) 824-2524</p>

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# **I. 21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTERS PROGRAM - OVERVIEW**

## **A. BACKGROUND**

The 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) program, authorized under Title I, Part I of the Elementary and Secondary Education Act, received its first appropriation of \$1 million at its inception in 1996. Since then, more than \$1.5 billion in 21<sup>st</sup> CCLC funding has been committed to provide grants to public schools or consortia of schools to enable them – with the assistance of community partners – to establish community education centers to keep children safe in the after school hours, provide academic enrichment, homework centers and tutors, and a range of cultural, developmental and recreational opportunities.

The *No Child Left Behind Act of 2001*, signed into law on January 8, 2002 by President Bush, transfers administration of the 21<sup>st</sup> CCLC program to individual State Departments of Education and represents a significant opportunity for students and their families to continue to learn new skills and discover new abilities after the school day has ended. The passage of the *No Child Left Behind Act of 2001* significantly amended the Elementary and Secondary Education Act to expand State and local accountability and flexibility, and to stress the adoption of research-based practice. As a result, this newly released 21<sup>st</sup> Century Community Learning Centers program is substantially different from its federally administered predecessor.

California's 21<sup>st</sup> Century Community Learning Centers program focuses on helping children and youth in schools serving high-poverty areas succeed academically through the use of scientifically based practice and extended learning time. The federal law provides *principles of effectiveness* to guide local grantees to identify and implement programs and activities that can directly enhance student learning. These activities must address the needs of the schools and communities, be continuously evaluated using performance measures, and, if appropriate, be based on scientific research.

Under the new program, grantees are required to provide opportunities for academic enrichment as well as a broad array of additional services to reinforce and complement the academic program. These academic and enrichment activities are expected to help students who attend schools in need of improvement to meet state and local standards in the core content areas, such as reading, math and science. In addition, the new program requires grantees to provide family literacy services to those schools/sites that identify such a need for families of 21<sup>st</sup> CCLC students where existing resources (e.g., funding for Title III federal programs, Proposition 227, adult education, community college, and Even Start) are not available and/or sufficient to serve these families.

The new program offers a five-year grant award and expanded eligibility. Entities now eligible to receive California's 21<sup>st</sup> CCLC grant funds include local educational agencies (LEAs), cities, counties, community-based organizations (CBOs), public or private entities (which may include faith-based organizations), or a consortium of two or more such agencies, organizations or entities. Applicants are required to plan their programs through a collaborative process that includes parents, youth, and representatives of participating schools or local educational agencies, governmental agencies (e.g. cities, counties, parks and recreation departments), community organizations, and the private sector.



## **B. PURPOSE**

The overarching goal of the 21<sup>st</sup> CCLC program is to establish or expand community learning centers that provide students, particularly students who attend schools in need of improvement, with academic enrichment opportunities and supportive additional services necessary to help the students meet State and local standards in the core content areas. As specified in federal law, the express purpose is to provide opportunities for communities to establish or expand activities that focus on the three areas described below: 1) improved academic achievement, 2) enrichment services that reinforce and complement the academic program, and 3) family literacy and related educational development services. Each of these areas is described below:

### **Improved Academic Achievement**

Each program must include an academic/education component that provides opportunities for academic enrichment. The CDE encourages applicants to develop this academic assistance component in close collaboration with school or LEA staff.

### **Enrichment Services That Reinforce and Complement the Academic Program**

Each community learning center must also provide an enrichment component that offers students a broad array of additional services, programs, and activities designed to reinforce and complement the regular academic program of participating students.

### **Family Literacy Services**

Each applicant will be required to assess the need for family literacy services among adult family members of students to be served by 21<sup>st</sup> Century Community Learning Centers. All applicants must propose to refer to or coordinate with existing services related to literacy and educational development. Applicants who identify a need and certify that existing resources are not available and/or sufficient to serve these families may provide family literacy services with 21<sup>st</sup> CCLC funds.

## **C. DEFINITION OF TERMS ASSOCIATED WITH 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTER PROGRAMS**

The following key concepts, values and terms associated with 21<sup>st</sup> CCLC are referenced throughout this document. They are defined below to provide clarification and establish a common understanding.

### **Collaboration**

Eligible organizations are required to collaborate in their application for 21<sup>st</sup> CCLC funds. Collaboration is the means by which people who care about a community or an issue commit to examining and improving the ways that the people and groups affected are inter-related. By bringing together community organizations with school districts, collaborative partners can identify and dedicate multiple community resources to serve children and families. Collaboration can ensure that the children and youth attending a 21<sup>st</sup> CCLC benefit from the collective resources and expertise throughout the community.

### ***Experience & Practice***

Effective collaboration means working together in a group so that the group is believed by all participants to be better able to achieve a shared vision than any of its component members could achieve alone. Evidence of good collaboration includes:

- Commitment to common goals
- Making and carrying out decisions
- Sustaining relationships
- Sharing ownership and accountability for results

If any collaborative member feels the group is superfluous to its individual success, effective collaboration is not being achieved.

### **Community-based Organization (CBO)**

Under the federal legislation, “community-based organization” (CBO) means a public or private non-profit organization of demonstrated effectiveness that:

- Is representative of the community or significant segments of the community, and
- Provides educational or related services to individuals in the community.

### **Eligible Entities**

The term “eligible entity” means a local educational agency (LEA), cities, counties, community-based organizations (CBOs), another public or private entity (which may include faith-based organizations), or a consortium of two or more of such agencies, organizations or entities. Local Education Agency is defined on page 4.

All entities applying for the 21<sup>st</sup> CCLC grant funds are required to collaborate with LEAs. Organizations must demonstrate the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of the students to be served.

### **Evaluation**

Evaluation represents a significant opportunity to use data for continuous program improvement. Developing an effective local evaluation requires that performance indicators be identified against which achievement can be measured through qualitative or quantitative data collection. This can be accomplished through methods including but not limited to surveys, face-to-face or phone interviews, review of records (attendance, test scores, grades, report cards), and review of activity portfolio. The results achieved by the local 21<sup>st</sup> CCLC and documented with evaluation strengthen the community’s commitment to sustain their collaborative efforts beyond the initial grant funding. Specific requirements for the local and statewide evaluations are provided in Section II D of the RFA under Terms of the Grant.

### ***Experience & Practice***

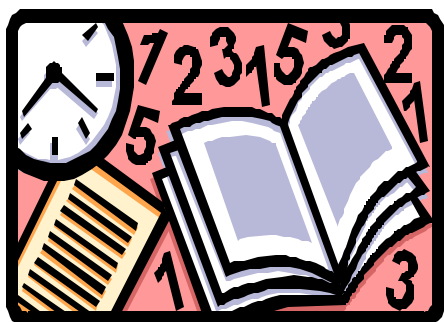
Strong evaluation results are an essential component of the marketing and public relations efforts necessary to develop sustainability funding for the community learning center. Persuasively communicating sound evaluative results with collaborative partners, families, the community at large, counties, cities, nonprofit organizations, businesses, schools and districts is an ongoing process that is critical to securing sustainability funding.

## Family Members

Community learning centers that identify the need and include a component in their program for family literacy services may provide services to the adult family members of students participating in the program. 21<sup>st</sup> CCLC funds may not be used to provide services to adult community members at large. Any adult with an ongoing role in raising a child who is receiving services from a 21<sup>st</sup> CCLC is considered to be an adult family member eligible for family literacy services, if they are provided and funded through a California 21<sup>st</sup> CCLC grant.

## Integrating the Expanded Day Program with the Regular School Day

Effective integration of the expanded day program with the regular school day requires that there be a dedicated effort to achieve ongoing communication and articulation of issues between regular school and before and after school staff. Such efforts might include, but are not limited to, combining meetings or training opportunities, identifying preferred methods of communication (e.g., a note in the school mailbox, e-mail, etc.), or case conferencing regarding individual students.



### *Experience and Practice*

Integrating K-12 and after school requires planning and persistence. Communicating with regular school staff can be challenging if they rush off campus at the end of the day. To maximize opportunities for integration, after school program staff must take the initiative to communicate with regular school staff, and use content areas of the regular school day as content areas for enrichment activities after school. Some programs establish regularly scheduled homework conferences to involve both regular school and after school staff in discussions about children's developmental capacities to handle homework.

Building relationships between regular school and after school staff is critical. For example, sometimes it is helpful for after school staff to plan a "teacher breakfast" or similar event in an effort to build "buy in" and the willingness to communicate regularly.

The best incentive for regular school staff to communicate with after school staff is results! Relationships and efforts to integrate K-12 with after school are solidified when teachers discover that after school students are more easily interested and ready to learn in the regular school classroom, and show improved test scores and language development skills.

## Local Educational Agencies (LEAs)

Local educational agencies or LEAs include school districts and county offices of education, both of which qualify as eligible entities for the California 21<sup>st</sup> CCLC grant. Each 21<sup>st</sup> CCLC grant requires the participation of an LEA, either as the applicant or as a collaborative partner. LEAs involved as collaborative partners in a grant application submitted by another eligible entity must agree to provide any necessary data for the required evaluation efforts.

## Principles of Effectiveness

The 21<sup>st</sup> CCLC program is based on sound principles of effectiveness that will guide local grantees to identify and implement programs and activities that can directly enhance student learning. All 21<sup>st</sup> CCLC programs must indicate how each program activity satisfies the principles of effectiveness described in the law. According to statute, programs must be based upon:

- An assessment of objective data regarding the need for before and after school programs (including summer school programs) and activities in schools and communities,
- An established set of performance measures aimed at ensuring quality academic enrichment opportunities, and
- Where appropriate, scientifically based research that provides evidence that the program will help students meet the State and local academic achievement standards. It is expected that community learning centers will employ strategies based on scientific research when providing services in core academic areas (such as reading and mathematics) where such research has been conducted and is available.

## Program Components

21<sup>st</sup> Century Community Learning Centers are required to provide the following programmatic components, as authorized under Title IV, Part B, of the Elementary and Secondary Education Act (ESEA), as amended by the *No Child Left Behind Act of 2001*.

- 1) Academic assistance Component
- 2) Educational enrichment Component
- 3) Family Literacy Component - i.e., assessment of need for family literacy services among adult family members of students being served by the 21<sup>st</sup> Century Community Learning Centers

### *Experience & Practice*

After school programs are not intended to extend the direct instruction of the classroom day by using “right answer” materials and textbooks. However, parents, regular school staff and many funders want and need to know that academic support is taking place. All after school programs can support the academic development of participants by maximizing a variety of “teachable” moments to promote cognitive development in the course of any engaging activities in the after school schedule – from field trips to visual and performing arts, even hip-hop. For many participants, especially in middle and high school, the best academic support is “disguised” teaching – teaching that is unrecognizable to the participant. It is important for staff members to know how to talk about how what they do supports academic achievement.

## Program Site

The program site is the physical location at which the 21st CCLC program activities and services will be provided. One program site may serve students from more than one school. The program site selected must be safe, and may be either a high school-site setting or another location that is at least as available and accessible as the school site.

### **Scientifically Based Research**

It is appropriate for community learning centers to employ strategies based on scientific research when providing services in core academic areas such as reading and mathematics.

Scientifically based research, as defined in Title IX of the reauthorized ESEA, is research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. This means research that:

- (1) Employs systematic, empirical methods that draw on observation and experiment;
- (2) Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn,
- (3) Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators,
- (4) Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment, experiments, or other designs to the extent that those designs contain within-condition or across-condition controls,
- (5) Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings, and
- (6) Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

### **Youth Development Approach**

Youth Development approach is an approach to working with young people that defines outcomes based on the developmental needs of youth. In the context of the 21<sup>st</sup> Century Community Learning Centers Program, the concept is demonstrated by providing young people with the opportunity to participate in the design, delivery and evaluation of a program. This effectively creates an environment that supports youth in meeting their personal needs and building the skills necessary to function successfully in their daily lives.

## **II. GRANT INFORMATION PERTAINING TO ALL APPLICANTS**

### **A. CRITICAL DATES FOR THE REQUEST FOR APPLICATION PROCESS**

<b>July 22, 2002</b>	Request for Application available on California Department of Education Web site and informational letter issued.
<b>July 31, 2002</b>	RFA Information Session Digital Broadcast (Please see inside cover pageS for dates and locations.)
<b>September 27, 2002</b>	<i>Applications must be postmarked or received by the California Department of Education, Healthy Start and After School Partnerships Office by September 27, 2002. (Hours 8:00 a.m. - 5:00 p.m. Monday-Friday)</i>
<b>November 15, 2002</b>	Grant Awards announced

### **B. GENERAL PROVISIONS OF THE 21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS GRANT PROGRAM**

#### **Who May Apply**

Local Education Agencies (LEAs), community-based organizations (CBOs), cities, counties, public or private entities (including faith-based organizations), or a consortium of two or more of such agencies, organizations or entities responding to this Request for Applications (RFA) may apply for 21<sup>st</sup> CCLC program funding.

Currently funded 21<sup>st</sup> CCLC grantees (administered under the Federal 21<sup>st</sup> CCLC program) are eligible to apply for 21<sup>st</sup> CCLC grant funds for the following purposes:

- a) To expand to additional schools that have not been previously funded; or
- b) To add students to a program site currently being served through a federally funded 21<sup>st</sup> CCLC grant. (Such applicants must propose to add more than 25 percent additional students.)

#### **Prioritized Eligibility for Funding**

A total of \$37,367,000 in funding has been allocated for 21<sup>st</sup> CCLC grants to programs serving elementary and middle school students. A total of \$2,500,000 in funds has been allocated for programs serving high school students. Grantees awarded a 21<sup>st</sup> Century Community Learning Centers Program grant will receive a five-year grant in annual installments. Each year's annual installment of funds is contingent on the availability of federal funds and receipt by CDE of the annual allocation of 21<sup>st</sup> Century Community Learning Center program funds from the California state budget.

Consistent with federal legislation, CDE must restrict grant awards to only those applications that propose to primarily serve students who attend schools that are eligible as Title I schoolwide programs. Competitive priority will be given to applications that propose to serve children and youth in schools designated in need of improvement under Title I (Section 1116) *and* that are jointly submitted by local educational agencies receiving funds under Title I and a community-based organization or other public or private entity.

For clarification, Title I schoolwide programs are those in which at least 40 percent of the students qualify to receive free or reduced-cost meals through the National School Lunch Program under the United States Department of Agriculture. To satisfy this requirement, more than 80 percent of the schools in each application must meet the free or reduced-cost meals criteria, and the non-qualifying schools must be located within the same community. Please visit <http://data1.cde.ca.gov/dataquest> to verify that your school meets the free or reduced-cost meals criteria. Section 1116 refers to those programs that have not met Title I goals for the past two years. Competitive priority is defined as preference over an application of comparable merit that does not meet the criteria.

In addition to the above priorities, high school applicants who propose to serve students attending schools whose Academic Performance Index (API) score is ranked in the lowest three deciles will be afforded priority.

### **C. FUNDING**

Grant awards to programs serving high school students will be made on a direct grant basis, payable in annual payments.

Funding will be awarded in annual direct grants of a minimum of \$50,000 per year. Grant funding above the minimum, up to \$250,000 per year, will be determined in proportion to the average daily attendance of the high school program site or sites to be served and other factors such as, but not limited to, proposed attendance and effective use of resources, as determined by the CDE. After the second year of the five-year award, the CDE will reduce funding of programs in which actual attendance is significantly below targeted attendance levels.

The CDE will conduct an evaluation of the high school program component of the 21st CCLC Program, based on the first two years of program experience. CDE will provide the results of that evaluation and work with the Legislature, the Department of Finance, program providers, and other stakeholders to adopt or restructure a high school after school program for California that is both programmatically and fiscally sound. Grantees operating 21<sup>st</sup> CCLC programs serving high school students will be eligible for fourth and fifth year funding consistent with restructured requirements.

Grants will be awarded subject to requirements for annual reporting, evaluation and recertification. Applicants will be required to identify the federal, state, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources and to describe a plan for continuing the program beyond federal grant funding.

## **D. TERMS OF THE GRANT**

### **Program Components**

All grantees are required to provide an Academic Assistance component and an Educational Enrichment component. In addition, applicants must address the needs of family members of students participating 21<sup>st</sup> CCLC through a Family Literacy component.

#### ***Academic Assistance Component***

The academic assistance component must incorporate a broad array of activities that are designed to help students, particularly students who attend low-performing schools, to meet State and local student academic achievement standards in core academic subjects, such as reading, mathematics, and science. Examples of such activities and programs include, but are not limited to, the following:

- Remedial education activities,
- Reading and language arts activities,
- Mathematics and science education activities,
- Tutoring services (including those provided by senior citizen volunteers) and mentoring programs,
- Programs that emphasize language skills and academic achievement for limited English proficient students,
- Telecommunications and technology education programs,
- Expanded library service hours,
- Entrepreneurial education programs,
- Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement.

The academic assistance component for high school programs must include at least one of the following activities, and the assistance provided through the academic assistance component must be aligned with the pupils' regular academic programs.

- Preparation for the high school exit exam;
- Tutoring;
- Homework assistance; or
- College preparation, including information about the Cal Grant Program.

#### ***Educational Enrichment Component***

The educational enrichment component must offer an array of additional services, programs and activities that reinforce and complement the regular academic program of participating students. Examples of enrichment activities that may be considered particularly appropriate for high school students include, but are not limited to, the following:

- Community service and service learning;
- Career and technical education;
- Job readiness;
- Opportunities for mentoring and tutoring younger pupils;
- Youth Development;
- Arts and music education activities;
- Computer and technology training;
- Physical fitness and recreation activities;
- Drug and violence prevention programs;



- Recreational activities; and
- Counseling and character education programs.

### ***Family Literacy Services Component***

Applicants should assess the need for literacy services among the adult family members of the students who are expected to participate in the 21<sup>st</sup> CCLC program. Applicants who identify such a need and certify that existing resources such as, but not limited to, funding for Title III federal programs, Proposition 227, adult education, community college, and Even Start are not available and/or sufficient to serve those families should plan a program component designed to provide family literacy services to the adult family members of participating students.

Family literacy services are defined as services provided to participants on a voluntary basis that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities: (1) interactive literacy activities between parents and their children; (2) training for parents regarding how to be the primary teacher for their children and full partners in the education of their children; (3) parent literacy training that leads to economic self-sufficiency; and (4) age-appropriate education to prepare children for success in school and life experience. Item (4) is expected to be satisfied through the after school or before and after school components of the 21<sup>st</sup> CCLC program. Examples of family literacy services that may be funded using 21<sup>st</sup> CLCC funds include, but are not limited to, the following:

- Reading and literacy classes that support and strengthen reading, writing, speaking and listening skills;
- Adult education classes;
- GED completion classes;
- English language literacy classes;
- Employment and interview support classes; and
- Expanded library service hours.

### **Site Eligibility**

Federal legislation supports the provision of services for youth and their families in high school-site settings or at other locations that are at least as available and accessible as the school site. Applicants proposing to provide services through the 21<sup>st</sup> CCLC grant must provide documentation that:

- The applicant, school district, and school site are in agreement about the program site;
- If an off-campus program site is proposed, the program location will be at least as available and accessible as it would be if it were located at the school site;
- There is a clearly defined plan of communication between the alternate site and the school(s), including the alignment of the academic assistance component; and
- Safe transportation between the school and the alternate site will be provided.

Applicants may be required to secure a license. The California Department of Social Services (CDSS), Community Care Licensing Division (CCLD), has responsibility for licensing Child Care facilities under authority of the California Health and Safety Code (Sections 1596-1597, et. seq.) and to enforce minimum standards contained in Title 22, Div. 12, California Code of Regulations. Please refer to the Community Care Licensing Division's Web site at [http://cclld.ca.gov/docs/attachments/childcare\\_rolist.pdf](http://cclld.ca.gov/docs/attachments/childcare_rolist.pdf) for more information.

## **Scope of Operation**

Applicants may apply for grant funds to operate a high school program after school only, or after school and during any combination of before school, weekends, summer, intersession, and vacation.

The CDE requires no minimum requirements related to the hours and days of program operation. Each local collaborative shall agree upon such requirements and include the plan in their application narrative.

## **Program Attendance Requirements**

There are no established minimum attendance requirements for individual pupils. Each program's local collaborative partners will determine any required attendance patterns that may apply.

### ***Experience & Research***

An in-depth analysis of state and local evaluations of the After School Learning and Safe Neighborhoods Partnerships Program demonstrates that the largest gains in attendance and achievement is typically among those students who participated at the highest level, referred to as "higher dosage" participants. The statewide and local evaluations of the ASLSNPP in both 1999-2000 and 2000-2001 demonstrated a range of positive effects and are consistent with studies of elementary after school programs conducted over the past decade across the nation. The California evaluations are distinctive, however, in that they also show patterns of positive impacts among middle school students. In both grade spans improvements often increase with additional length of participation- dosage. The increase in SAT9 Math scores above the 25<sup>th</sup> percentile for students attending the program more than 150 days in 1999-2000 were substantially larger than those found statewide, and increases among this category of high dosage participants in 2000-2001 were more than twice as large as those found statewide (4.9% vs. 1.9%).

Analysis of local evaluations show the same positive impact of higher dosage in the After School Programs. In Santa Ana Unified School District higher dosage participants demonstrate large improvements on SAT9 scores while non-participants matches frequently demonstrate declines in performance. Evidence of ASLSNPP dosage effects for SAT9 scores was found for the Los Angeles Unified School Districts agencies serving middle school students. The percent of students who improved in SAT9 Reading scores and the number who improved in SAT9 Math scores increased with the number of days attended. There was, in addition, a statistically significant association between the number of months students participated in the program – dosage- and decreases in the number of days absent. In the Lindsay Unified School district somewhat larger gains were experienced among higher dosage students who participated in the ASLSNPP for 120 days or more. In the Vacaville Unified School district higher dosage participants outscored the rest of the school in Reading and Math in all but one grade level.

## **Award Duration**

California will offer a five-year grant award. Following the five-year grant award period, former California-awarded 21<sup>st</sup> CCLC grantees that have satisfied programmatic and fiscal requirements issued by the California Department of Education may apply for continued funding through a new grant cycle application. This will be a competitive grant process, and continuation funding is not assured.

## **Sustainability Plan**

Grantees are not required to provide a budget match, and applicants are discouraged from proposing to charge fees. However, all applicants are expected to identify and engage

collaborative partners who can contribute to developing a vision and plan financial capacity to support and eventually sustain the community learning center after the five-year grant funding ceases. Applicants are required to provide a preliminary Sustainability Plan documenting that a committed, collaborative partnership has been developed. The plan must include a specific description of the investments that each partner plans to make in the community learning center and the associated timeframes for securing each contribution.

### **Staffing Requirements**

Federal legislation does not require tutors or teachers who provide academic enrichment or tutorial services under the 21<sup>st</sup> CCLC program to have specific qualifications. However, if the 21<sup>st</sup> CCLC program is also supported with Title I funds, paraprofessionals must meet the requirements specified in Title I. Under Title I, all paraprofessionals must have a high school diploma or its recognized equivalent. In addition, paraprofessionals hired on or after January 8, 2002, must have one of the following:

- 2 years of higher education; or
- An Associates degree; or
- Pass a formal assessment.

Paraprofessionals who were hired before January 8, 2002, must meet the above requirements by January 8, 2006. Professionals who provide translation or parental involvement services must have a high school diploma, but are not required to meet any further qualification requirements. In addition, if the 21<sup>st</sup> CCLC program uses senior volunteers, they must be appropriately qualified to serve as volunteers, and grantees will be required to describe the minimum qualifications in the grant application.

### ***Experience & Practice***

Employing a highly qualified staff is critical to success. Each applicant must establish minimum qualifications for each staff position. For example, California's successful Before and After School Learning and Safe Neighborhoods Partnerships Program establishes the following key requirements for staff qualifications and staffing ratios:

- All staff members who directly supervise students meet at least the minimum qualifications for an instructional aide in the school district;
- The administrator must ensure that the program maintains a student-to-staff ratio of no more than 20 to 1. A lower student-to-staff ratio is allowable and may be achieved with a cadre of trained volunteers and other strategies.
- The principal of each participating school must approve the selection of the before and/or after school program site supervisors;
- All program staff and volunteers are subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district.

### **Reporting Requirements**

Applicants who are awarded 21<sup>st</sup> CCLC grants will receive a supplemental budget packet that details fiscal and attendance reporting requirements. In addition to all other fiscal and attendance reporting requirements, high school programs will be required to report to the CDE, on a quarterly basis:

- The total number of pupils served;
- The average hours of attendance per pupil;

- The percentage of pupils that attend the program less than three days a week, three days a week, and more than three days a week.

### **Evaluation/ Program Accountability Requirements**

All 21st CCLC grantees will be responsible for fulfilling two evaluation requirements:

1. Plan and conduct a comprehensive, rigorous local evaluation of program effectiveness. Grantees will be expected to use the evaluation results to refine, improve, and strengthen the program, as well as to make the evaluation results available to the public, upon request.
2. Submit annual outcome-based data to the CDE, including measures for academic performance, attendance, and behavioral changes including, but not limited to the following:
  - Student level data from the annual Standardized Testing and reporting (STAR) program;
  - Student level data regarding attendance and enrollment in the regular school day program and in the after school or the before and after school program (including Saturday, summer, and holiday attendance);
  - Data regarding performance on the high school exit examination;
  - Data regarding graduation rates, if available;
  - School and program level data from the California Healthy Kids Survey (CHKS); and
  - Qualitative data describing the program including operational changes, staffing, and a discussion of how the program is meeting its objectives as stated in the application.

### ***Experience & Practice***

Good evaluations start with a set of important questions that can be answered during the actual evaluation. In large part, those questions may be determined through a careful analysis of the goals of the program. For example, improving academic achievement is, by statute, a mandatory goal. Each goal should have specific indicators that are measurable and that can be assessed repeatedly over time to track progress. An indicator for improving academic achievement, for example, may be students' reading grades. Once the goals and indicators have been framed, grantees should identify data sources available for the indicator. For reading grades, the source may be report cards or test scores because they are a quantifiable indicator for success. The resources listed below will be a great help in planning your local evaluations.

*Planning for Evaluation*, developed by the Healthy Start Field Office at the University of California, Davis offers valuable practical advice on designing and implementing a comprehensive local evaluation. The Healthy Start Field Office can be accessed at (530) 752-1277 or 754-6847, or <http://hsfo.ucdavis.edu>.

*After School Online Center*, developed by the University of California, Irvine offers valuable program evaluation and program management help for after school programs. The Center can be accessed at <http://www.gse.uci.edu/asp/>.

*Beyond the Bell: A Toolkit for Creating Effective After-School Programs*, developed by the North Central Regional Educational Laboratory, offers guidance and evaluation tools to help programs develop indicators for program goals, tips for creating good survey questions, and helpful resources in data collection and evaluation, as well as information on choosing an external evaluator.

In addition, the U.S. Department of Education and the American Institutes for Research developed a *Continuous Improvement Management Guide for 21<sup>st</sup> Century Community Learning Centers*, to address the need for on-going self-assessment and self-evaluation of 21<sup>st</sup> CCLC Programs. To download the Continuous Improvement Management Guide, go to [www.ed.gov/offices/OUS/PES/21cent/cim226.pdf](http://www.ed.gov/offices/OUS/PES/21cent/cim226.pdf).

## **E. HOW FUNDING MAY BE USED**

21<sup>st</sup> Century Community Learning Center grant funds are awarded on a competitive basis for a five-year period, and are disbursed in one-year increments.

Grantees that are local educational agencies are permitted a certain amount of flexibility in their use of program funds, as follows:

- *Consolidation of Local Administration Funds*  
With approval from the State Department of Education (CDE), LEAs may consolidate administrative funds with any other administrative funds available from ESEA programs, consistent with the administrative provisions established for each program. Such consolidation may enhance the effective and coordinated use of administrative funds under the consolidated programs.
- *Schoolwide Programs*  
LEAs are permitted to consolidate and use funds under Part A of Title I together with 21<sup>st</sup> CCLC and other ESEA program funds received at the school to upgrade the entire educational program of a school that serves an eligible school attendance area. However, schools remain responsible for implementing activities for which they received the 21<sup>st</sup> CCLC award.
- *Rural Education Initiatives*  
LEAs eligible for the Rural Education Achievement Program (REAP) may use their “applicable funding” [funds received under the Improving Teacher Quality State Grants (Title II, Part A), Educational Technology Formula Grants (Title II, Part D), State Grants for Innovative Programs (Title V, Part A), and Safe and Drug-Free Schools and Communities (Title IV, Part A)] to carry out activities authorized under the California 21<sup>st</sup> Century Community Learning Centers Program.

### **Grant Budget Restrictions**

The following grant budget restrictions apply.

- The 21st CCLC program is intended to serve as a supplementary program that can enhance an LEA’s reform efforts to improve student academic achievement and help students perform well on local and State assessments. CDE strongly encourages local programs to identify other sources of related funding and to describe in the 21st CCLC grant application how all of these resources will be combined to offer a high-quality, sustainable program. Each grant application must identify federal, State, and local programs that also offer after school services that will be combined or coordinated with the proposed program to make the most effective use of public resources.

### *Experience & Practice*

Title I funds, in concert with the 21<sup>st</sup> CCLC program funds, can provide extended learning programs in schools to integrate enrichment and recreation opportunities with the academic services that are provided. 21<sup>st</sup> CCLC program funds can also meet the needs of parents seeking supplemental educational services (such as tutoring and academic enrichment) for their children. Local 21<sup>st</sup> CCLC programs may also work in collaboration with programs to supplement services to target populations such as migrant students.

Other Federal programs can also complement local 21<sup>st</sup> CCLC programs. Many current programs are eligible to receive funds through the U.S. Department of Agriculture Food and Nutrition Service for “Afterschool Snacks,” and in some cases to provide supper to young children. These snacks and meals can contribute to the nutritional services provided in local programs. Services made available through funds from Temporary Assistance to Needy Families (administered by the U.S. Department of Health and Human Services) can be combined with 21<sup>st</sup> CCLC programs to serve children outside of the regular school day. In no case, however, may 21<sup>st</sup> CCLC funds be used to supplant other Federal activities.

- An organization participating in the 21<sup>st</sup> CCLC program receiving funding for a high school program may expend no more than 15 percent of annual funding on administrative costs. Indirect costs are included in administrative costs.
- LEAs or other organizations may charge indirect costs to the 21<sup>st</sup> CCLC grant. Indirect costs are those expenses incurred by a school district or community-based organization in administering or providing program services. All grantees must have, or must establish, an indirect cost rate agreement to charge indirect costs to a grant. A grantee that does not have a current indirect cost rate may consult the district office of the LEA participating in the grant application to use that district’s rate. Indirect costs are included in administrative costs and shall be the lesser of: 1) 5 percent of the grant amount, or 2) the agency’s indirect cost rate.
- A school district’s indirect costs may not exceed the CDE approved rate for the current fiscal year. The approved rates for the most current year plus three prior years are posted annually on the Department’s web site at [www.cde.ca.gov/sfsdiv/financial/icr.htm](http://www.cde.ca.gov/sfsdiv/financial/icr.htm). The applicable rate is the one for the year during which the expenditures occurred, and it usually changes each fiscal year.
- To calculate indirect cost amounts, use the following formula (see budget forms):  
Total of expenditure series categories 1000 through 6000 x indirect cost rate = indirect costs.
- An organization that receives a 21<sup>st</sup> CCLC grant may use the 21<sup>st</sup> CCLC funds for allowable costs only during the grant award period.
- Under the 21<sup>st</sup> CCLC program, grantees may carry over unobligated 21<sup>st</sup> CCLC funds, provided that each participating program site named in the application is making substantial progress in implementing its 21<sup>st</sup> CCLC program. CDE will conduct an annual review to determine whether sufficient progress is being made. If CDE determines that a grantee is not making substantial progress at one or more schools/sites and decides not to award the grantee all or part of the grant

funds for the subsequent grant year, then CDE may redistribute any unobligated funds to other participating LEAs.

- The California Department of Education discourages applicants from proposing to charge fees, although community learning center programs and services funded through 21<sup>st</sup> CCLC funds are not required to provide services free of charge. Program services must be equally accessible to all students targeted for services, regardless of their ability to pay. Programs that propose to charge fees may not prohibit any family from participating due to its financial situation. Programs that propose to charge fees must offer a sliding scale of fees and scholarships for those who cannot afford to participate, and any income collected from fees must be used to fund program activities specified in the grant application.
- 21<sup>st</sup> CCLC grant funds must supplement, not supplant, existing services. Programs are prohibited from using 21<sup>st</sup> CCLC grant funds to pay for existing levels of service funded through any source.

### **Overpayment Process**

If the 21<sup>st</sup> Century Community Learning Center receives excess funds in any fiscal year due to serving fewer students than the minimum planned, or inappropriately uses grant funds, the CDE will reduce any subsequent allocations by an amount equal to that overpayment. If the community learning center stops program operation, the CDE will bill the 21<sup>st</sup> CCLC grantee for the amount of the overpayment. If payment is not received within three months of the billing invoice date, an amount equal to the overpayment shall be withheld from the next principal apportionment to the agency. For agencies other than LEAs, the CDE will bill the agency for the amount of the overpayment and pursue appropriate legal remedies if not paid.

## **F. APPLICATION REVIEW AND GRANT AWARD PROCESS**

The Deputy Superintendent of the Child, Youth and Family Services Branch in CDE will select applications for funding, based on the recommendations of the 21<sup>st</sup> Century Community Learning Center Program grant application reviewers.

Consistent with federal legislation, the funding priorities described in Section IIB apply, and clearly center around applicants that propose to primarily serve students who attend schools eligible for Title I schoolwide funding. Once this requirement and the priorities for funding are satisfied, the quality of the application will be the primary criterion for selection.

### **Screening Process**

All applicants will be screened for eligibility and demonstrated fiduciary responsibility/sufficient fiscal resources. All applicants must complete Form B1, and demonstrate that they either possess or plan to secure sufficient fiscal resources to start up and operate the program for a period of up to three months without any cash receipts from the State.

In addition, applicants may be screened for the capacity to administer the program, as follows:

- Applications from agencies and organizations other than an LEA, city, or county will be screened for capacity to administer the program based on:
  - Previous experience with grant funding at the state and/or federal level;
  - Evidence of a clear and documented plan of communication and linkage with the school district and school site.
- Current 21<sup>st</sup> CCLC grantees (administered under the Federal 21<sup>st</sup> CCLC program) whose programs have ceased operation will be screened for capacity to administer the program as demonstrated by clear evidence that the goals set in the previous 21<sup>st</sup> Century Community Learning Centers grant have been achieved.
- Currently funded 21<sup>st</sup> CCLC grantees (administered under the Federal 21<sup>st</sup> CCLC program) will be screened for capacity to administer the program as demonstrated by:
  - Evidence of achievement of the goals set in the current program;
  - Program attendance levels in the 2001-2002 year.

Finally, all proposals will be screened for compliance with the RFA. The readers will disregard excess narrative and/or attachments. See “How to Apply for Funding” for specific format instruction. CDE reserves the right to disqualify applications that do not:

- Include all required sections of the proposal, or
- Include the original signatures of the superintendent of the participating school district, the principal of each participating school, and the authorized representative of the agency submitting the application (if different); or
- Comply with the requirement that proposals be postmarked or received by September 27, 2002.

### **Criteria and Scoring System**

The initial ranking of applications will be conducted by community representatives including city and county staff, teachers, administrators, board members, parents, staff of children's service groups, before and after school program providers, private and community-based organizations, and faith based organizations, and CDE staff. Other experts may be called upon, as needed. All representatives will receive training and then review and score applications at the 21<sup>st</sup> Century Community Learning Centers Readers' Conference.



Applications will be reviewed using the scoring criteria on pages 25-28. The key concepts of the 21<sup>st</sup> CCLC program, as described in this RFA, form the basis for the scoring criteria. The scoring rubric sets out four possible scale points for describing how well an application reflects essential traits. Readers use the descriptions to score each section for the application, and then the four sections are totaled. CDE reserves the right to require a score of "3" or "4" for both the academic/education component and the educational enrichment component. Readers rate each application on its own merits as judged against the scoring criteria. The applications do not compete against one another, but against the common standard.

### **Determination of Award Amounts**

A total of **\$2.5 million** of federal appropriation is available in the 2002/03 California State Budget Act to provide funding for local 21<sup>st</sup> Century Community Learning Center high school programs.

Successful grant applications will be funded at the level requested if the program application is well justified and the budget submission is realistic and well supported. However, CDE reserves the right to fund applications at a lesser amount if the application can be implemented with less funding. Furthermore, if funding is not sufficient to fully fund all applications that merit award, CDE reserves the right to fund applications at a lesser amount or to prioritize funding of those applications.

*Statutes require that grants be distributed equitably to applicants in northern, central, and southern California, and in urban, suburban, and rural areas, to the extent possible.*

### **Award Notification**

Notification of awards will be made in writing to applicants on or before November 15, 2002, and posted on the CDE After School website at [www.cde.ca.gov/afterschool/](http://www.cde.ca.gov/afterschool/). **We will be unable to respond to telephone calls regarding grant awards until November 18, 2002.**

### **Appeal Process**

Applicants who wish to appeal a grant award decision must submit a letter of appeal to the California Department of Education (CDE), Healthy Start and After School Partnerships Office, 1430 N Street Suite 6408, Sacramento, CA 95814. **The letter of appeal, with an original signature by the authorized person who signed the application, must be received by December 13, 2002.**

Appeals shall be limited to the grounds that CDE failed to apply correctly the standards for reviewing the applications as specified in this RFA. The appellant must file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. Incomplete or late appeals or appeals that only refute the readers' comments (which are provided for technical assistance alone) will not be considered.

The application will be re-evaluated by CDE staff or designees. The final decision will be made in writing by the Deputy Superintendent of Public Instruction of the Child, Youth and Family Services Branch by January 10, 2003. That decision shall be the final administrative action afforded the appeal.

### **III. HOW TO APPLY FOR FUNDING**

#### **A. Instructions for Completing an Application**

##### **1. DUE DATE**

**Applications must be received or postmarked by the U.S. Postal Service, United Parcel Service (UPS), Federal Express, etc. to the CDE, Healthy Start and After School Partnerships Office on or before September 27, 2002.**

##### **2. APPLICATION PACKAGE CHECKLIST FOR YOUR USE:**

**Due by September 27, 2002**

***ITEMS MUST BE SUBMITTED IN THE FOLLOWING ORDER.***

##### ***Grant Materials:***

- ☐ 21<sup>st</sup> Century Community Learning Centers Program Application for Programs to Serve High School Funding (Cover Sheet, Forms A, B and B1)  
***Authorized\* signature required.***
- ☐ Drug Free Workplace Certification (Form C)  
***Authorized\* signature required.***
- ☐ Assurance and Agreements (Form D)  
***Authorized\* signature required.***
- ☐ Collaborative Signatures (Form E)
- ☐ 21<sup>st</sup> CCLC High School Grant Application Budget (Form F1)
- ☐ Budget Narrative for High School Grant (3 page maximum)
- ☐ Program Narrative for High School Grant (20 page maximum)
- ☐ Attachments (10 page maximum)
- ☐ Memoranda of Understanding (no page limitation)

### **3. HIGH SCHOOL GRANT APPLICATION NARRATIVE**

The narrative for grant applications is limited to twenty (20) single-sided, 8-1/2" by 11" pages (not including required budget forms, other required documentation forms, memoranda of understanding, sustainability plan and attachments). Pages should be clearly numbered. The readers will disregard narrative in excess of page limitations.

Top, bottom, left, and right margins should be 1-inch minimum. Use a 12-point font that does not exceed 6 lines per inch. Note that charts or other graphic displays need not be consistent with these requirements. Make sure your application is readable; please do not use a compressed, narrow, or script font. The application readers will appreciate your compliance with these specifications.

### **4. ATTACHMENTS AND MEMORANDA OF UNDERSTANDING**

You may attach documents that support the narrative, not to exceed 10 pages. If documents are printed back-to-back, each side will be counted as one page. Attachments that are a continuation of the narrative will not be considered. Please identify each attachment (e.g., "Parent Letter," "Program Effectiveness Data," "Organization Chart") in the upper right-hand corner. A table of contents for the attachment section is helpful to the application reviewers.

Memoranda of Understanding (MOUs) describing the commitments of local collaborative members are not included in this 10-page limitation and may be two-sided. Though not legally binding, MOUs need to clearly describe the specific commitments of staff, services, facilities, equipment, or resources provided by each partner, including estimated monetary value. The commitments of the LEA to the before and/or after school program may be documented in a MOU. A table of contents for the MOU section is helpful to the application reviewers.

All attachments and letters of support must be submitted in English or include a translation into English. Many readers are not bilingual. [If original and translation are provided, they will be counted as the same page (s) if the English version is clearly marked "translation" in the upper right-hand corner.]

All attachments and MOUs must be included in the application to be considered in the review process. CDE cannot add items to the applications received, nor can CDE remove items from the applications received. If any adjustment to the application is needed, you may replace the *entire* application with another, complete application *prior* to the due date.

### **5. APPLICATION PREPARATION AND SUBMISSION**

Provide the original and TWO (2) copies of each application. Please reproduce copies on white paper. Staple the application together; do not use binders, folders, sleeves, or cover letters.

### **6. APPLICATION SHOULD BE DELIVERED OR MAILED TO:**

**Healthy Start and After School Partnerships Office  
California Department of Education  
1430 N Street, Suite 6408  
Sacramento, CA 95814**

*Note this is a new address for this office!*

## **B. 21<sup>st</sup> CENTURY COMMUNITY LEARNING CENTERS HIGH SCHOOL GRANT NARRATIVE**

21<sup>st</sup> Century Community Learning Centers program grants are offered to assist communities in establishing locally driven community learning centers that provide before and after school programs. Such programs are expected to provide academic and enrichment activities for youth. If any of the application sections or requested information can be provided using specific, pertinent sections from an existing planning or reform process, applicants may use this information. Assume the readers are not familiar with your program, community, and acronyms.

**In a narrative of no more than twenty (20) pages (see section III A for specific requirements) respond to the following:**

### **1. Description of Required Programmatic Components:**

- **Academic Assistance Component**
- **Enrichment Component**
- **Family Literacy Services (if applicable)**

**(A) For the required components of the 21<sup>st</sup> CCLC program listed above, describe in this section the after school or before and after school, and non-school day (i.e., Saturdays, holidays, summer, or intercession recess, if applicable) activities to be funded. Make certain to include information that responds to each of the following criteria.**

- Document the need for the after school or before and after school, or non-school day program you are proposing to develop, making certain that the scope of the needs assessment undertaken focuses on needs that a 21<sup>st</sup> Century Community Learning Center program can address. For example, include information such as:
  - Total number of students below grade level;
  - Total number of students in Title I school wide programs or schools in your area that serve a high percentage of students from low-income families;
  - Rates of juvenile crime;
  - Attendance rates or truancy rates;
  - Dropout rates or high school completion rates;
  - Number of students eligible for free or reduced lunch;
  - Estimate of unmet need for before and/or after school programs;
- Describe how the needs of your community were assessed;
- Describe how your program will address these needs;
- Explain how your program was developed, demonstrating that it was developed with and will be carried out in active collaboration with the schools the students attend.
- Describe the level of participation of students in your collaborative planning efforts.
- Demonstrate that your organization has experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement and positive youth development of the students;
- Provide documentation of how activities planned are expected to improve student academic performance;
- Provide a description of how the activities will meet the “principles of effectiveness” by being based on:
  - An established set of performance measures aimed at ensuring the availability of high-quality academic enrichment opportunities; and

- Scientifically based research, where appropriate, that provides evidence that the program or activity will help students meet State and local student academic achievement standards.
- Provide an estimate of the following, regarding students participating in your program:
  - The number of days that the program will operate per year;
  - The average hours of attendance per student; and
  - The percentage of students expected to attend the program less than three days per week, three days per week, and more than three days per week
- Briefly discuss your process for conducting and the results of your needs assessment for family literacy services. Discuss your plan to refer to or coordinate with existing family literacy services.

## **2. Description of Collaboration and Partnerships**

Communities implementing a 21<sup>st</sup> CCLC program should build upon existing local collaboratives and connect with existing program strategies to provide a unified, integrated system of service for children and youth. In this section, describe your collaborative process and relationships. Identify the collaborative partners involved in developing, implementing and providing ongoing/sustaining support to the 21<sup>st</sup> CCLC. Be certain to address the following in the description of your collaboration and partnerships.

- Identification of federal, State, and local programs that will be combined or coordinated with the proposed program to achieve the most effective use of public resources. (Applicants are reminded that grant funds may be used to supplement, not supplant, existing services. That is, programs are prohibited from using 21<sup>st</sup> CCLC grant funds to pay for existing levels of service funded through any source.)
- Description of the development and plans for the ongoing maintenance of a partnership between the local educational agency, a community-based organization, and another public or private organization (if appropriate) to support the implementation of the proposed program;
- Description of the collaborative's plan for continuing the 21<sup>st</sup> CCLC program beyond the five-year grant funding. The Sustainability Plan should demonstrate a sound and realistic approach to sustaining the community learning center after State funding ceases, and should identify of contributing collaborative partnerships that have been developed in the community, as well as the proposed governance structure established to guide the community learning center's interactions with the collaborative partners. The plan should include a specific description of the investments that each partner plans to make in the community learning center, and the associated timeframes for securing each contribution. Commitments may include in-kind support, staff development, transportation, or cash commitments pledged by local partners such as cities, counties, school districts, community-based organizations, the business community, and private/community foundations.

Reminders: Members of your collaborative must sign Form E. The principals of all participating schools must sign Form B, and school district/county office of education superintendents involved in the application must sign Form B.

### **3. Program Administration**

In this section, describe your plans for establishing and managing the 21<sup>st</sup> CCLC in your community. Be certain to include:

- Identification of the applicant agency and description of qualifications, relevant experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement and positive youth development of the students. (Describe both grant management and programmatic experience);
- Documentation of the applicant partners' experience or promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement, and positive youth development of students;
- Description of program design and budget, which demonstrates that they are well connected and highly cost-effective.
- Identify any federal, state, and local programs that will be combined or coordinated with the proposed program for the most effective use of public resources;
- Description of the effective, evidence-based, and varied activities to be provided;
- Description of the program site, and your assurance (as well as reason for concluding) that the program will take place in a safe and easily accessible facility;
- Description of how you will disseminate information about the program to the community (including program location) in a manner that is clear, understandable, and accessible;
- Description of how students will travel safely to and from the program and home, if program activities are offered off the school site;
- Description of a plan for both the ongoing, thorough assessment of staff development strengths and needs for all service providers (paid and volunteer) and the delivery of staff development training/services.
- Description of proposed staffing, minimum qualifications, and student to staff ratios;
- Description of plan to involve and communicate with regular teaching and support staff; and
- Description of how qualified senior volunteers will be used, if the applicant intends to do so.

### **4. Evaluation/ Program Accountability**

California will require 21<sup>st</sup> CCLC grantees to submit annual outcome-based data for evaluation, including measures for academic performance, attendance and behavioral changes. These measures must include but are not limited to the following:

- Student level data from the annual Standardized Testing and Reporting (STAR) program.
- Student level data regarding the attendance in the regular school day program and in the after school or the before and after school program (including Saturday, summer, and holiday attendance).
- School and program level data from the California Healthy Kids Survey (CHKS).
- Qualitative data describing the program including operational changes, staffing, and a discussion of how the program is meeting its objectives as stated in the application.
- Data regarding performance on the high school exit examination; and
- Data regarding graduation rates, if available.

The California Department of Education encourages LEAs to gather all achievement data necessary to evaluate the effectiveness of the proposed program. The LEAs should also be responsible for sharing the content area standards and curriculum with its partners.

- Describe your plan for acquiring and reporting all required evaluation data to the California Department of Education.
- Describe how you will conduct a rigorous evaluation of program effectiveness on a local level.
- Describe how you will use local and state evaluation data to refine, improve, and strengthen your program.
- Describe your plan to publicize and make available your local evaluation report.

## **5. High School Grant Budget**

Use Form F1 to provide an annual program budget for your proposed high school program.

Please refer to Form F2 for a listing of the expenditure codes. For a detailed description of these expenditure classifications, refer to the California School Accounting Manual. (Available from the CDE Publication Sales Unit for \$28.50 each plus sales tax at 800-995-4099.)

### **The following restrictions apply to the use of grant funds:**

- A maximum of 15 percent of grant monies may be used for administrative costs. Indirect costs are included in administrative costs and shall be the lesser of: 1) 5 percent of the grant amount, or 2) the agency's indirect cost rate.
- A school district's indirect costs may not exceed the CDE approved rate for  
FY 2002-2003 (released in February 2001 by the CDE Financial Accountability and Information Services Office).
- To calculate indirect cost amounts, use the following formula (see budget forms): Total of expenditure series categories 1000 through 6000 x indirect cost rate = indirect costs.

Applicants are encouraged to budget adequately to meet requirements for supporting staff development needs of program staff, including regional, state, and national trainings and for conducting a comprehensive local evaluation and the provision of data for the statewide evaluation.

Applicants must verify on Form D (Assurances and Agreements) that 21<sup>st</sup> CCLC grant funds will be used to supplement, and not supplant, existing funds.

## **6. Budget Narrative for the High School Grant**

Provide up to a three (3) page narrative annual budget justification by category. Give specific information about roles, time base, and salary of the staff, consultants, equipment specifications and justification, a clear description of services to be purchased, etc. Applicants should provide an appropriate budget justification for local and statewide evaluation needs. Explain how your budget reflects the requirement to supplement and not supplant funds. Identify any funding that will be contributed by collaborative partners on either an in-kind or cash basis, and be certain to explain how it will be used in your program. Private funds or in-kind contributions from other agencies demonstrate community support.

## Scoring Criteria for 21<sup>st</sup> Century Community Learning Center Programs

Application Score:	Effective Programmatic Components	(2-8 points)	Points
	Effective Collaboration and Partnerships	(1-4 points)	Points
	Program Administration	(1-4 points)	Points
	Capacity for Effective Evaluation	(1-4 points)	Points
<b>TOTAL</b>			

### \*Effective Programmatic Components: Academic Assistance, Enrichment, & Family Literacy Needs Assessment

8 Points	6 Points	4 Points	2 Point
<ul style="list-style-type: none"> <li>Assessment of objective data very clearly defines the need for a before and/or after school program (may include Saturday, holiday and summer recess), evaluates community resources available, and convincingly documents how proposed program will address community needs (including needs of working families)</li> <li>Effective development of all proposed program components, which demonstrates ongoing collaboration with the schools the students attend.</li> <li>Very thoroughly addresses academic improvement to meet State and local standards in core academic subjects and in any additional areas identified in assessment.</li> <li>Activities meet “principles of effectiveness” and are based on effective performance measures aimed at ensuring high-quality academic enrichment opportunities and scientifically based research.</li> <li>Effective system to determine need for family literacy services and other existing avenues to fill need. Effective proposed opportunities for services.</li> <li>Provides students with a wide variety of interesting, age-appropriate enrichment and youth development activities very clearly connected to needs assessment, and youth are actively involved in the selection, design and implementation of activities.</li> </ul>	<ul style="list-style-type: none"> <li>Limited assessment of some objective data defines the need for a before and/or after school program (may include Saturday, holiday and summer recess), some available community resources are evaluated, and addresses how proposed program will address community needs (including needs of working families)</li> <li>Limited development of all proposed program components, which plans to address ongoing collaboration with the schools the students attend.</li> <li>Addresses academic improvement to meet State and local standards in core academic subjects and in some additional areas identified in assessment.</li> <li>Activities meet some “principles of effectiveness” and are based on performance measures aimed at ensuring high-quality academic enrichment opportunities and some research.</li> <li>Limited system to determine need for family literacy services and other existing avenues to fill need. Plan proposed to develop opportunities for services.</li> <li>Plans to provide students with interesting, age-appropriate enrichment and youth development activities connected to needs assessment. Limited youth involvement in selection, design, and implementation of activities</li> </ul>	<ul style="list-style-type: none"> <li>Minimal assessment of strengths &amp; needs includes evidence from few sources with little data for students to be served</li> <li>Few program components connected to assessed needs and strengths, minimal plan to address collaboration with the schools the students attend.</li> <li>Inadequate plan to address academic improvement; few State and local standards in core academic subjects addressed.</li> <li>Activities are not consistent with “principles of effectiveness, some connections to classroom learning, but minimally address individual student’s assessed needs</li> <li>Minimal assessment to determine need for family literacy services, minimal plan to provide opportunities for service</li> <li>Enrichment and youth development activities minimally connected to needs assessment, activities not age-appropriate, inadequate involvement of youth in selection, design, and implementation of activities.</li> </ul>	<ul style="list-style-type: none"> <li>Inadequate assessment of strengths &amp; needs with few sources and no data for students to be served</li> <li>Fails to connect results to needs , no plan to collaborate with the schools the students attend</li> <li>Does not address academic improvement in areas identified in assessment</li> <li>Minimal connection to classroom learning and fails to address individual student's addressed needs</li> <li>Inadequate assessment to determine need for family literacy services, inadequate opportunities for service</li> <li>Enrichment and youth development activities not connected to needs assessment, activities not age-appropriate, no involvement of youth in selection, design, implementation of activities.</li> </ul>



### \*Effective Collaboration and Partnerships

4 Points	3 Points	2 Points	1 Point
<ul style="list-style-type: none"> <li>• Effective collaborative process and partnerships, which represent a wide variety of relevant and committed key stakeholders, builds upon existing collaboratives, connects existing program strategies and provides a unified, integrated system of service.</li> <li>• Effective use of public resources, combining or coordinating all relevant Federal, State and local programs. If other after school program(s) serve students in their school, effectively addresses coordination with those programs and additional services are supported by existing program.</li> <li>• Effective plans for maintaining partnership between LEA, CBO(s), and other public or private organization(s) (if appropriate) for supporting program implementation.</li> <li>• Realistic, thorough and effective Sustainability Plan with sufficient resources and partners in place at implementation, firm commitments of at least minimum support necessary, realistic budgetary projections, and contingency plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for a collaborative process and the creation of partnerships, which represent relevant and committed key stakeholders. A plan to build upon existing collaboratives, and to connect with existing program strategies to provide a unified, integrated system of service.</li> <li>• Solid plan for the effective use of public resources, combining or coordinating all relevant Federal, State and local programs. If other after school program(s) serves students in their school, identifies issues and plan for resolving them.</li> <li>• Plans for maintaining partnership between LEA, CBO(s), and other public or private organization(s) (if appropriate) for supporting program implementation.</li> <li>• Limited Sustainability Plan with resources and partners in place at implementation, commitments of at least minimum support necessary, preliminary budgetary projections, and contingency plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal plan for a collaborative process and the creation of partnerships, representation of few relevant and committed key stakeholders. Inadequate plan to build upon existing collaboratives, and to connect with existing program strategies provide a unified, integrated system of service.</li> <li>• Minimal plan for the effective use of public resources, plan lacks the ability to combine or coordinate all relevant federal, State and local programs including any existing after school program.</li> <li>• Minimal plan for maintaining partnership between LEA, CBO(s), and other public or private organization(s) (if appropriate) for supporting program implementation.</li> <li>• Sustainability Plan demonstrates inadequate resources and partners to sustain program, inadequate commitments of at least minimum support, inadequate budgetary projections, and contingency plans</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate or no plan for a collaborative process and the creation of partnerships, inadequate representation of relevant and committed key stakeholders. No plan to build upon existing collaboratives, and to connect with existing program strategies provide a unified, integrated system of service.</li> <li>• Described plan demonstrates an ineffective use of public resources, plan lacks the ability to combine or coordinate all relevant Federal, State and local programs.</li> <li>• No plan for maintaining partnership between LEA, CBO(s), and other public or private organization(s) (if appropriate) for supporting program implementation.</li> <li>• No Sustainability Plan or plan lacks resources and partners to sustain program, commitments of at least minimum support not evident, lacks budgetary projections or contingency plans</li> </ul>

### \*Program Administration

4 Points	3 Points	2 Points	1 Point
<ul style="list-style-type: none"> <li>• Effective demonstration that applicant organization has considerable experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement and positive youth development of the students.</li> <li>• Identification of effective, evidence-based, and varied activities to be provided.</li> <li>• Assurance that the program will take place in a safe and easily accessible facility.</li> <li>• Assurance that transportation issues associated with safe student travel to and from the program have been thoroughly and effectively addressed.</li> <li>• Effective and efficient plan for disseminating information about the program to the community in a manner that is understandable, accessible, and planned to increase program support.</li> <li>• Effective plan for ongoing, high quality, relevant staff and volunteer development with active participation by after school staff.</li> <li>• Strong involvement of, and communication with, regular teaching &amp; support staff.</li> <li>• Effective description of how qualified senior volunteers will be used, if applicant intends to include them.</li> <li>• Program design and budget are well connected and highly cost-effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration that applicant organization has experience or the promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement and positive youth development of the students.</li> <li>• Identification of a limited number of effective, evidence-based, and varied activities to be provided.</li> <li>• Assurance that the program will take place in a safe and easily accessible facility.</li> <li>• A plan that transportation issues associated with safe student travel to and from the program will be addressed</li> <li>• Limited plan for disseminating information about the program to the community in a manner that is understandable, accessible, and planned to maintain program support.</li> <li>• Limited plan for ongoing, high quality, relevant staff and volunteer development with active participation by after school staff.</li> <li>• Limited involvement of, and communication with, regular teaching &amp; support staff.</li> <li>• Limited description of how qualified senior volunteers will be used, if applicant intends to include them.</li> <li>• Program design and budget are connected and cost-effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Applicant organization has minimal experience or an unclear promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement and positive youth development of the students.</li> <li>• Activities to be provided may not be effective, evidence-based, and varied.</li> <li>• Minimal/unconvincing assurance that the program will take place in a safe and easily accessible facility.</li> <li>• Transportation issues associated with safe student travel to and from the program minimally addressed</li> <li>• Minimal plan for disseminating information about the program to the community, proposed plan to disseminate information not in a manner that is understandable and accessible.</li> <li>• Minimal plan for staff and volunteer development. Active participation in plan by after school staff not evident.</li> <li>• Minimal involvement of, and inadequate communication with, regular teaching &amp; support staff.</li> <li>• Unclear description of how qualified senior volunteers will be used, if applicant intends to include them.</li> <li>• Program design and budget are not connected and cost-effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Applicant organization has not demonstrated experience or a promise of success in providing educational and related activities that will complement and enhance the academic performance, achievement and positive youth development of the students.</li> <li>• Activities to be provided are not effective, evidence-based, or varied.</li> <li>• Lack of assurance that the program will take place in a safe and easily accessible facility.</li> <li>• Transportation issues associated with safe student travel to and from the program are not adequately addressed.</li> <li>• Plan for disseminating information about the program to the community inefficient and not consistent with community needs.</li> <li>• Inadequate plan for staff and volunteer development. Proposed plan not relevant, to needs of program. Active participation in plan by after school staff not evident.</li> <li>• Inadequate/no involvement of, and inadequate communication with, regular teaching &amp; support staff.</li> <li>• No description of how qualified senior volunteers will be used, if applicant intends to include them.</li> <li>• Program design and budget are contrary and cost-ineffective.</li> </ul>

**\*Capacity for Effective Evaluation**

4 Points	3 Points	2 Points	1 Point
<ul style="list-style-type: none"> <li>• Demonstrates capacity for providing all requested data, for providing comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with CDE, including resource commitment and use of data for program improvement.</li> <li>• Demonstration that evaluation results will be used to refine, improve, and strengthen the program, and build community support.</li> <li>• Assurance that applicant will effectively make the evaluation results available to the public.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates limited capacity for providing all requested data, for providing comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with CDE, including resource commitment and use of data for program improvement.</li> <li>• Plan demonstrates limited capacity to use evaluation results to refine, improve, and strengthen the program, and maintain community support.</li> <li>• Preliminary assurance that applicant can make the evaluation results available to the public upon request.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates minimal capacity for providing requested data, for providing comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with CDE, including resource commitment and use of data for program improvement.</li> <li>• Plan demonstrates minimal capacity to use evaluation results to refine, improve, and strengthen the program.</li> <li>• Minimal assurance that applicant can make the evaluation results available to the public upon request</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates inadequate/no capacity for providing requested data, for providing comprehensive, rigorous evaluation of program effectiveness, both at the local level and in cooperation with CDE, including resource commitment and use of data for program improvement.</li> <li>• Plan demonstrates inadequate/no capacity to use evaluation results to refine, improve, and strengthen the program.</li> <li>• No assurance that applicant can make the evaluation results available to the public upon request.</li> </ul>

## **C. FORMS AND REQUIREMENTS**

**PROGRAMS PROPOSING TO SERVE  
STUDENTS IN HIGH SCHOOLS**

<b>DIRECT GRANT FUNDING</b>
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## 21<sup>st</sup> Century Community Learning Centers Application for Funding

**Return to:** Healthy Start and After School  
Partnerships Office  
California Department of Education  
PO BOX 944272  
Sacramento, CA 94244-2720

**Due:**  
**September 27, 2002**

### PART I: APPLICATION INFORMATION

Applicant Agency (name of fiscal agent for collaborative)

County:		Amount Requested: \$	
Director of Agency: (Superintendent, City Manager, Executive Director, etc)		Grant Contact:	
Agency Name:		Agency Name:	
Address:		Address:	
City:	Zip:	City:	Zip:
Phone:	FAX:	<input type="checkbox"/> Phone:	FAX:
Email:		Email:	

**Is the applicant agency receiving (or has it previously received) funding for  
Federal 21<sup>st</sup> CCLC?    Yes ☐    No ☐**

### LEGAL STATUS OF APPLICANT AGENCY

(Check one box below and provide appropriate agency identification information)

- ☐ City or City Agency
- ☐ County or County Agency
- ☐ State or Federal Agency
- ☐ State College or University
- ☐ Community College
- ☐ County Office of Education
- ☐ School District
- ☐ Tribal Council
- ☐ Military Installation
- ☐ Private NonProfit Organization-  
Number of years in operation \_\_\_\_
- ☐ Private For-Profit Organization  
Number of years in operation \_\_\_\_

Enter Federal Employer ID Number:  
\_\_\_\_\_ **OR**

Enter School District Code  
\_\_\_\_\_

(If applicable) Enter Child Care License #:  
\_\_\_\_\_

<b>SITE INFORMATION</b>
-------------------------

*Please fill out this section if you are planning to operate the program at a site other than where the pupils you are serving regularly attend school (e.g., CBO, university, one school serving multiple school sites, etc). School site programs serving only pupils enrolled at this school do not need to fill out this form.*

<b>Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
<b>School Name</b>	<b>CDS Code</b>	<b>#of pupils from this school in 21CCLC program</b>

<b>Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
<b>School Name</b>	<b>CDS Code</b>	<b>#of pupils from this school in 21CCLC program</b>

<b>Site Name:</b>		
<b>Site Address:</b>		
<b>City, State, Zip:</b>		
<b>Phone:</b>		
<b>Site Contact Person:</b>		
<b>School Name</b>	<b>CDS Code</b>	<b>#of pupils from this school in 21CCLC program</b>

## SIGNATURES/APPROVALS

[illegible][illegible]

### CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY

Designated Applicant Agency (Fiscal Agent)	Name & Title of Authorized Representative of Applicant Agency	Signature of Authorized Representative of Applicant Agency (Fiscal Agent)

**Applicant Agency's Fiscal Resource Information**

It is recommended that each applicant, including school districts, public entities or government agencies, possess sufficient fiscal resources in order to start up and operate the program being requested for a period of up to three months.

- 
- ☐ Check this box if you are a public entity, (e.g., a local education agency, state college or university, community college, or a governmental entity), and identify your agency's funding source within your organization (e.g., budget line item number, account number, or any other applicable reference.)
- 
- ☐ Check this box if you are a private nonprofit organization, private for profit organization, community-based organization, or Tribal Council. In this section, list and describe fiscal resources (cash, line of credit, emergency loans, etc) the agency has or can access to cover initial start up and operating costs, or as may be necessary for program operation. Fiscal resource information should be specific (e.g. bank or lender names; name of the holder of the account).\*

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\* Agencies that do not have adequate fiscal resources are eligible to participate in the application process. However, the agency must describe in this section their plan to secure the necessary fiscal resources for this program application.



State of California

## DRUG FREE WORKPLACE CERTIFICATION

Std. 21 (10-98)

Applicant Agency (name of fiscal agent for collaborative):	
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The contractor or grant recipient named above hereby certifies compliance with Government Code Section 8355 in matters relating to providing a drug-free workplace. The above named contractor or grant recipient will:

1. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations, as required by Government Code Section 8355(a).
2. Establish a Drug-Free Awareness Program as required by Government Code Section 8355(b), to inform employees about all of the following:
  - a) The dangers of drug abuse in the workplace,
  - b) The person's or organization's policy of maintaining a drug-free workplace,
  - c) Any available counseling, rehabilitation and employee assistance programs, and
  - d) Penalties that may be imposed upon employees for drug abuse violations.
3. Provide as required by Government Code Section 8355(c), that every employee who works on the proposed contract or grant:
  - a) Will receive a copy of the company's drug-free policy statement, and
  - b) Will agree to abide by the terms of the company's statement as a condition of employment on the contract or grant.

<b>Certification</b>
----------------------

I, The official named below, hereby swear that I am duly authorized legally to bind the contractor or grant recipient to the above-described certification. I am fully aware that this certification, executed on the date and in the county below, is made under penalty of perjury under the laws of the State of California.

OFFICIAL'S NAME	
DATE EXECUTED	EXECUTED IN THE COUNTY OF
CONTRACTOR OR GRANT RECIPIENT SIGNATURE	
TITLE	
FEDERAL I.D. NUMBER	

**ASSURANCES & AGREEMENTS REQUIRED OF ALL APPLICANTS:**

**1. Use of Funds**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> Century Community Learning Centers Program will primarily target students who attend schools eligible for Title I schoolwide programs and their families.

**2. Supplement, not Supplant**

As the designated applicant agency representative, I certify that funds from 21st Century Community Learning Centers Program will supplement, not supplant, existing services and funds.

I further certify that funds under this program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these Federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds.

**3. Audits**

As the designated applicant agency representative, I certify that an annual fiscal audit will be conducted and adequate, accurate attendance records will be kept for the 21st Century Community Learning Centers Program. I further certify that the collaborative will complete and submit periodic program and fiscal reports as required by the California Department of Education, including but not limited to, the number of pupils served, and expenditure of funds for which they were granted.

**4. Evaluation and Data Collection**

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program agrees to collect additional data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the California Department of Education.

**5. Program Site**

As the designated applicant agency representative, I certify that the 21<sup>st</sup> Century Community Learning Centers Program will take place in a safe and easily accessible facility. The program site selected is either a high school site setting or another location that is at least as available and accessible as the school site.

**6. Collaboration with Schools**

As the designated applicant agency representative, I certify that the 21st Century Community Learning Centers Program was developed and will be carried out in active collaboration with the schools the students attend.

## 7. Notice to the Community

As the designated applicant agency representative, I certify that the community to be served by the 21<sup>st</sup> Century Community Learning Centers Program was given prior notice of this applicant's intent to submit an application.

## 8. Public Review of the Application

As the designated applicant agency representative, I certify that this application and any waiver requested have been made available for public review.

**Certification:** As the authorized representative of the Applicant Agency, and on behalf of the 21st Century Community Learning Centers Program, I agree to fulfill all of the above agreements and conditions.

Signature of Applicant Agency Representative on behalf of the 21st Century Community Learning Centers Program	Applicant Agency Name

**Certification:** As the designated local education agency representative, I certify that the local education agency (school and district) agrees to collect and share with program partner agencies additional education achievement data, attendance and other requested data that will be necessary for the evaluation of the 21st Century Community Learning Centers Program, as may be required by the California Department of Education.

Signature of Local Education Agency Representative on behalf of the 21st Century Community Learning Centers Program	Local Education Agency Name

**COLLABORATIVE SIGNATURES**

Every 21<sup>ST</sup> CCLC program shall be designed, implemented, evaluated, and sustained through a collaborative process that includes parents, youth, and representatives of participating school sites (e.g., classroom teachers, custodial staff, support staff, etc.), governmental agencies, such as city and county parks and recreation departments, community organizations, and the private sector.

**Attach as many additional sheets as necessary**

Name/Signature	Agency Affiliation	
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
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Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone
Name/Title	Agency	
Signature	Address	
	City/Zip	Phone

**Applicant Agency:** \_\_\_\_\_

**Directions:** Provide a proposed budget for your program. If taking indirect, enter that figure in the appropriate box. As you enter amounts for each specific Series/Object Code, subtotals for each column and program budget totals will be automatically calculated. Use the California School Accounting Object of Expenditure (expense) Classification codes (series 1000,2000,etc.) See Form F2 for a list of these expenditure categories from the [California School Accounting Manual](#).

**SAMPLE FORM ONLY! DOWNLOAD INTERACTIVE GRANT FORM AT: [WWW.CDE.CA.GOV/AFTERSCHOOL/](http://WWW.CDE.CA.GOV/AFTERSCHOOL/)**

**Restrictions:** Please refer to **Section II E** of the RFA for specific budget restrictions.

			Year 1		Year 2		Year 3		Year 4		Year 5	
Series/ Object Code	Description		Program Budget	Admin. Costs may be included in start up & program budget	Program Budget	Admin. Costs may be included in start up & program budget	Program Budget	Admin. Costs may be included in start up & program budget	Program Budget	Admin. Costs may be included in start up & program budget	Program Budget	Admin. Costs may be included in start up & program budget
	Subtotals:		0	0	0	0	0	0	0	0	0	0
Indirect costs may not exceed the CDE approved indirect cost rate or 5%, whichever is less.			0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
	Enter rate in cell above											
	Total:		Program Budget Total	0	Program Budget Total	0	Program Budget Total	0	Program Budget Total	0	Program Budget Total	0
			0	Admin Costs within limit?	0	Admin Costs within limit?	0	Admin Costs within limit?	0	Admin Costs within limit?	0	Admin Costs within limit?

**SAMPLE FORM ONLY! DOWNLOAD INTERACTIVE GRANT FORM AT: [WWW.CDE.CA.GOV/AFTERSCHOOL/](http://WWW.CDE.CA.GOV/AFTERSCHOOL/)**

School districts and county superintendents of schools are required to report expenditures in accordance with the object classification plan in the California School Accounting Manual. The use of these object codes will facilitate the preparation of budgets and the various financial reports requested by federal, state, county, and local agencies. The California School Accounting Manual is available from the CDE Publication Sales Unit for \$28.50 each plus sales tax (call 1-800-995-4099).

- 1000    Certificated Salaries
  - 1100    Teacher Salaries
  - 1200    School Administrators' Salaries
  - 1300    Supervisors' Salaries
  - 1400    Librarians' Salaries
  - 1500    Guidance, Welfare, and Attendance Salaries
  - 1600    Physical and Mental Health Salaries
  - 1700    Superintendents' Salaries
  - 1800    Other Administrative Salaries
  - 1900    Other Certificated Salaries
  
- 2000    Classified Salaries
  - 2100    Instructional Aides' Salaries
  - 2200    Administrative Salaries
  - 2300    Clerical Salaries
  - 2400    Maintenance and Operation Salaries
  - 2500    Food Services Salaries
  - 2600    Transportation Salaries
  - 2900    Other Classified Salaries
  
- 3000    Employee Benefits
  - 3100    State Teachers' Retirement System
  - 3200    Public Employees' Retirement System
  - 3300    Old Age, Survivors, Disability, and Health Insurance
  - 3400    Health and Welfare
  - 3500    Unemployment Insurance
  - 3600    Workers' Compensation Insurance
  
- 4000    Books and Supplies
  - 4100    Textbooks
  - 4200    Other Books
  - 4300    Instructional Materials and Supplies
  - 4500    Other Supplies
  
- 5000    Services and Other Operating Expenditures
  - 5100    Contracts for Personal Services of Consultants, Lecturers, and Others
  - 5200    Travel and Conference
  - 5300    Dues and Memberships
  - 5400    Insurance
  - 5500    Utilities and Housekeeping Services
  - 5600    Rentals, Leases, and Repairs
  - 5700    Direct Costs-Interfund Services
  - 5800    Other Services and Operating Expenditures
  
- 6000    Capital Outlay
  - 6100    Sites and Improvement of Sites
  - 6200    Buildings and Improvement of Buildings
  - 6300    Books and Media for New or Expanded Libraries
  - 6400    Equipment

## IV. HELP SECTION: TECHNICAL ASSISTANCE RESOURCES

### A. Organizational and Internet Resources on Before and After School Programming

The following list of materials describes some key resources on after-school programs. This list is not meant to be exclusive.

#### **Afterschool Alliance - [www.afterschoolalliance.org](http://www.afterschoolalliance.org)**

A nonprofit public awareness and advocacy group dedicated to ensuring that all children have access to after-school programs by the year 2010. The website includes policy information, research, and tips and information on how to advocate for after-school programs.

##### *Specific Resources:*

- **America's After-School Choice: The Prime Time for Juvenile Crime** is a report on the impact of after-school programs on juvenile crime rates; a synthesis of key findings from other national organizations and government agency studies of after-school impact.
- **A DECADE OF RESULTS: The Impact of LA's BEST After-school Enrichment Program on Subsequent Student Achievement and Performance** is a longitudinal study report and a synthesis of research begun in 1990.
- **Program Tools:** resources offered are intended to help by providing tools and tips on accessing funding and using communications to build support for programs.
- **The RAND Studies:** an annual independent evaluation of Foundations' after-school programs' impact on participants' academic skills.

#### **Benton Foundation Kids Campaign - [www.connectforkids.org](http://www.connectforkids.org)**

An information, knowledge, and action center for adults who want to make their communities work for kids. The Benton Foundation seeks to articulate a public interest vision for the digital age and to demonstrate the value of communications for solving social problems. Explore the pathway with information and resources on after-school time.

##### *Specific Resources:*

- **Choosing a Good Program** answers "How can you know a good program when you see it?" Items published by the National Parent-Teacher Association on what parents should be looking for in quality after-school care.
- **Financing Help for Out-of-School Programs** helps to figure out the range of costs that out-of-school time and community school initiatives incur, and develops cost estimates for continuing or expanding programs.

**C. S. Mott Foundation - [www.mott.org](http://www.mott.org)**

A leading partner in the U.S. Department of Education's 21st Century Community Learning Centers initiative, the C. S. Mott Foundation is a private philanthropy that awards grants, in four program areas, in the United States and selected regions internationally.

*Specific Resources:*

- **Learning Together: The Developing Field of School-Community Issues**, a report chronicling the ideas, approaches, and strategies employed by 20 school-community initiatives across the United States.
- **Making After-School Count (Numerous Volumes)**, a publication on the important issues of after-school care.
- **Philosophy, Programs, and Procedures: Pathways Out of Poverty** provides guidelines and application procedures for the *Pathways Out of Poverty* program that provides funding for improved education.

**ERIC Clearinghouse on Information & Technology - [www.thegateway.org](http://www.thegateway.org)**

A one-stop, any-stop access to high-quality Internet-based lesson plans, curriculum units and other education resources. Browse subject and keyword lists, or search The Gateway. Retrieved records will link directly to the Internet resources they describe.

*Specific Resources:*

- **[Resource Guide for Planning and Operating After-School Programs](#)**, a description of resources to support after-school programs for school-aged children. Also included are resources for before-school, summer programs and community learning centers. These resources are timely, readily available, and inexpensive.

**The Finance Project - [www.financeproject.org](http://www.financeproject.org)**

This Web site is part of a series of technical assistance resources on financing and sustaining out-of-school time and community school initiatives developed by The Finance Project, with support from the DeWitt Wallace-Reader's Digest Fund.

*Specific Resources:*

- **The Child Care Partnership Project** is an initiative to develop and disseminate technical assistance materials on public-private partnerships for childcare, as well as to provide direct assistance to the state child-care administrators on how to create and sustain effective partnerships.
- **Out-of-School-Time Project** provides technical assistance on financing and sustainability of after-school programs.
- **Starting Points** is an initiative to provide and develop a series of publications and technical assistance materials designed to promote young children's readiness for school.
- **Using Title I to Support Out-of-School Time and Community Initiatives (January 2002, Vol. 2. No. 4)** is a strategy brief about using Title I funds.



**Federal Resources for Educational Excellence (FREE) - [www.ed.gov/free](http://www.ed.gov/free)**

Resources for teaching and learning from 30 federal agencies with search tools and a bulletin board for teachers and federal agencies to communicate about potential collaboration on new teaching and learning resources.

**Food Research and Action Center (FRAC) - [www.frac.org/](http://www.frac.org/)**

A 501(c)(3) non-profit with extensive information that can assist after-school programs in accessing the child nutrition programs, and is able to provide in-depth technical support to the states and grantees.

**General Services Administration - [www.after-school.gov](http://www.after-school.gov)**

**A one-stop shopping Web site for parents, teachers, after-school providers, and kids to learn about after-school resources from many different government and non-profit agencies.**

*Specific Resources:*

- Bringing Education to After-school Programs
- Afterschool Action Kit

**Harvard Family Research Project- [www.gse.harvard.edu/hfrp/projects/after-school.html](http://www.gse.harvard.edu/hfrp/projects/after-school.html)**

The Harvard Family Research Project (HFRP) at the Harvard Graduate School of Education builds on its expertise in evaluation and knowledge development to improve evaluation work and promote greater conversation and knowledge-sharing about evaluation among practitioners, policymakers, funders, researchers, and evaluators in the after-school field. HFRP supports the development of quality information and capacity-building tools that will improve research and evaluation work and use of information in the field, especially at the local level.

*Specific Resources:*

- **Federal Funding in Out-of-School Time with Accountability Requirements and Evaluations** is a map of the after-school field and detailed federal funding streams for after-school programs. In addition, related programming is provided alongside their accountability requirements and evaluations.
- **Out-of-School Time Evaluation Database** offers systematic investigation of the overall picture of evaluation work in the field of out-of-school time and a systematic way to investigate how different programs approach the evaluation task in order to support development of the field and its programs.
- **Out-of-School Time Issues of the Evaluation Exchange** is quarterly newsletter highlighting issues in the out-of-school time arena and featuring articles by out-of-school time evaluators, researchers, and practitioners.

**Mid-Continent Regional Educational Laboratory - [www.mcrel.org/programs/21stcentury](http://www.mcrel.org/programs/21stcentury)**

A useful compendium of Internet resources and examples of innovative after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

**National Center for Community Education (NCCE) - [www.nccenet.org/index.html](http://www.nccenet.org/index.html)**

An organization that provides state-of-the-art leadership development, training and technical assistance focusing on community and educational change emphasizing community schools.

**National Community Education Association (NCEA) - [www.ncea.com/](http://www.ncea.com/)**

A non-profit membership association which provides leadership to those who build learning communities in response to individual and community needs. Activities and information for members include national and regional training conferences and workshops; specialized periodicals, publications, and products; opportunities for peer support and networking; and information and referral services.

In addition, NCEA acts as an advocate for community education by working with related organizations and promoting at the national, state, and local levels: parent and community involvement in public education; the formation of community partnerships to address community needs; and the expansion of lifelong learning opportunities for all community residents.

**National Institute for Out-of-School Time (NIOST)- [www.wellesley.edu/WCW/CRW/SAC](http://www.wellesley.edu/WCW/CRW/SAC)**  
NIOST, at the Center for Research on Women at Wellesley College, which has successfully brought national attention to the importance of children's out-of-school time, influenced policy, increased standards and professional recognition, and spearheaded community action aimed at improving the availability, quality and viability of programs serving children and youth.

*Specific Resources:*

- **After-School Issues** are a series of publications produced by NIOST on core after-school issues of interest including emerging roles in the field, focus on staffing, and focus on accountability.
- **Literacy: Exploring Strategies to Enhance Learning in Out-of-School Time (1999)** explores, through research, different ways that after-school programs can support children's literacy development.
- **Making an Impact on Out-of-School Time** is a new publication giving a comprehensive investigation to after-school care.

**The National Governors Association - [www.nga.org](http://www.nga.org)**

The National Governors Association has a Center for Best Practices with information on schools and after-school programs, among many other things.

*Specific Resources:*

- **Extra Learning Opportunities**, a web-based publication on giving information regarding best practices and recent activities in after-school programs.
- **EXTRA**: Quarterly publication used to disseminate information on after-school issues and practices

**National Network for Child Care (NNCC)** - [www.exnet.iastate.edu/Pages/families/nbcc](http://www.exnet.iastate.edu/Pages/families/nbcc)  
Extensive database of publications and a listserv supported by the U.S. Department of Agriculture's Cooperative Extension Service.

*Specific Resources:*

- **NNCC School-Age Child Care Database:** a resource that contains articles and abstracts about before- and after-school care. Topics include not-for-profit status for school-age care programs, selecting staff, and preventing conflict.

**National School-Age Care Alliance (NSACA)** - [www.nsaca.org](http://www.nsaca.org)

The only national membership organization representing the entire array of public, private, and community-based providers of after-school programs. NSACA promotes national standards of quality school-age care for children and youth 5 - 14 years old, and grants accreditation to programs meeting the standards. NSACA's mission is to build a profession that develops, supports and promotes quality after-school care.

*Specific Resources:*

- **NSACA Standards at a Glance** is a brochure containing an overview of the NSACA program improvement and accreditation system including all 144 standards.
- **NSACA Standards for Quality School-Age Care** (in cooperation with the National Institute for Out-of-School-Time) is a source of professionally recognized standards for the field of after-school. This provides a valuable guide and model for quality that can be applied to all after-school programs, regardless of their particular focus.
- **School-Age Review** is a journal with important developments in theory, research and practice in the after-school field.
- **Selecting a Quality After-school Programs** provides a handy quality checklist with key questions helps families ask detailed questions when seeking a program for their child.

**North Central Regional Educational Laboratory** - [www.ncrel.org/after](http://www.ncrel.org/after)

A useful compendium of Internet resources and examples of innovative after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

*Specific Resources:*

- **“Beyond the Bell”: A Toolkit for Creating Effective After-School Programs** allows one to make informed decisions about critical issues such as management, collaboration, programming, evaluation, and communication.
- **Strengthening Connections:** a study by NCREL involving multiple facets of after-school care.

**Northwest Regional Educational Laboratory - [www.nwrel.org/learns](http://www.nwrel.org/learns)**

A useful compendium of Internet resources and examples of innovative after-school programs compiled by one of the U.S. Department of Education-funded regional education laboratories.

*Specific Resources:*

- **LEARNS** provides technical assistance to the Corporation for National Service projects focusing on literacy and education. It features downloadable resources and innovative ideas for literacy practices and education-based national service projects.

**Partnership for Family Involvement in Education (PFIE) – [www.pfie.ed.gov](http://www.pfie.ed.gov)**

*The federal Department of Education administers the Partnership and offers resources, ideas, funding, and conferences relevant to family and community involvement in education, including after-school programs, and other resources.*

*Specific Resources:*

- **After-School Programs: Keeping Children Safe and Smart** focuses exclusively on the benefits children receive in terms of increased safety, reduced risk-taking, and improved learning.
- Gives information to corporations for partnership within the community to benefit school programs for youth.

**University of California at Irvine - [www.gse.uci.edu/after-school/us](http://www.gse.uci.edu/after-school/us)**

After-school staff training and program resource materials for local projects in California and beyond can be found on this very rich Web site.

**U.S. Department of Agriculture - [www.fns.usda.gov/cnd](http://www.fns.usda.gov/cnd)**

**The Child Nutrition program of the Food and Nutrition Service provides information on the after-school snack program, including eligibility and reimbursement.**

**U.S. Department of Education - [www.ed.gov](http://www.ed.gov)**

The Department presents information about national education issues, publications, education statistics, and its different offices and programs. For more about after-school programs, visit 21<sup>st</sup> Century Community Learning Centers at [www.ed.gov/21stcclc/](http://www.ed.gov/21stcclc/).

*Specific Resources:*

- **21<sup>st</sup> Century Community Learning Centers: Providing Quality After-school Learning Opportunities for America's Families** is a publication on aspects of the 21<sup>st</sup> CCLC and a description of the initial challenges and successes of the program.
- **Bringing Education to After-school Programs** helps after-school providers understand how to integrate academic content (e.g., reading and mathematics) into their programs to enhance children's learning.
- **Keeping Schools Open as Community Learning Centers: Extended Learning in a Safe, Drug-Free Environment Before and After-school** is designed to help schools and community-based organizations begin their process of keeping neighborhood schools open for children and families.

*Specific Resources (continued):*

- **Safe and Smart: Making After-School Hours Work for Kids** highlights research evidence on the potential of after-school programs to increase the safety of children, reduce their risk-taking, and improve learning.

**U.S. Department of Health and Human Services - [www.hhs.gov](http://www.hhs.gov)**

The section on Health and Human Child Care Programs, including the Child Care Development Fund, offer useful resources.

*Specific Resources:*

- **Promoting Better Health for Young People Through Physical Activity and Sports** is a report to the President from the Secretary of Health and Human Services and the Secretary of Education, available at:  
[www.cdc.gov/nccdphp/dash/presphysactrpt/after-school.htm](http://www.cdc.gov/nccdphp/dash/presphysactrpt/after-school.htm)

**U.S. Department of Justice - [www.usdoj.gov/kidspage](http://www.usdoj.gov/kidspage)**

This site provides information for children and youth on crime prevention, staying safe, volunteer and community service opportunities, and the criminal justice system.

***In addition to Web sites, listserv opportunities exist:***

**EDinfo**

Subscribe to this news service listserv with the latest information about the U.S. Department of Education at [www.ed.gov/news.html](http://www.ed.gov/news.html)

**ERIC Clearinghouse on Elementary and Early Childhood Education**

Subscribe to a joint ERIC Clearinghouse on Elementary and Early Childhood Education listserv where practitioners, policymakers, and parents share ideas, resources, problems, and solutions.

Send a message (without your e-mail signature if you have one) to:

[listserv@postoffice.cso.uiuc.edu](mailto:listserv@postoffice.cso.uiuc.edu). Leave the subject line blank and just type subscribe SAC-L  
<Your Full Name Here>

***After-school listserv***

The after-school listserv, organized by the C.S. Mott Foundation, is hosted by the Academy for Educational Development. The listserv is designed to provide a forum for the exchange of information, ideas, resources, and experiences. To subscribe, send a message to [ppas@aed.org](mailto:ppas@aed.org).

## **B. Selected Published Research Articles on After-school**

*Full citations to some of the key resources cited in the Non-Regulatory Guidance are provided below, as well as citations to other research studies and evaluation reports.*

**[After-School Programs that Promote Child and Adolescent Development: Summary of a Workshop \(2000\)](#)**. Committee on Community-Level Programs for Youth, Jennifer Appleton Gootman, *Editor*, Board on Children, Youth, and Families, National Research Council, Institute of Medicine. <http://www.nap.edu/catalog/9944.html>

**Community Programs to Promote Youth Development (2002)**. Committee on Community-Level Programs for Youth, Jacquelynne Eccles and Jennifer Appleton Gootman, *Editors*, Board on Children, Youth, and Families, National Research Council and Institute of Medicine. <http://www.nap.edu/books/0309072751/html/>

**Beckett, M., Hawken A., Jacknowitz A. (2001) Accountability for After-School Care: Devising Standards and Measuring Adherence to Them.** Rand Corporation. <http://www.rand.org/publications/MR/MR1411/>

**Fletcher, A. J., (May 2002). Balanced and Diversified Funding: A Formula for Long-Term Sustainability for After School Programs.** California Department of Education/Foundation Consortium Partnership. [www.nccenet.org/funding/balanced\\_funding\\_paper.htm](http://www.nccenet.org/funding/balanced_funding_paper.htm)

**Fletcher, A.J., (March 2002). Building Exemplary After School Programs: Nine Keys to Success.** California Department of Education/Foundation Consortium Partnership. [www.nccenet.org/](http://www.nccenet.org/)

**Hahn, A., Leavitt, T., & Aaron, P. (June 1994). Evaluation of the Quantum Opportunities Program: Did the Program Work?** Waltham, MA: Brandeis University.

**Hamilton, Laura S., Vi-Nhuan Le, Stephen P. Klein. (1999). Foundations School-Age Enrichment Program: Evaluation of Student Achievement.** Rand Education.

**Hanson, L. Extended Day: An Innovative Support Program.** The Hood Children's Literacy Project, Lesley College, Cambridge, MA. [http://www.lesley.edu/academic\\_centers/hood/currentshome.html](http://www.lesley.edu/academic_centers/hood/currentshome.html). (March, 2002).

This paper describes and evaluates the effectiveness of the Extended-Day Academic Support Program (in Arlington, MA), a 10-week after-school program that focused on improving student achievement, specifically in writing. It begins with the program's three goals: improving grade 4, 5, and 8 students' achievement in writing; providing professional development for teachers in the teaching of writing; and giving parents access to information about how they can help support their children's writing development at home. The paper addresses organization of the program, program evaluation components, preliminary findings and results, and pre- and post-assessment writing results. It notes that teachers, students, and parents were generally positive in their perceptions of the program, and that, for the most part, posttests showed a great deal of growth, especially in topic development and organization.

**Pierce, K. M, J. V. Hamm, and D. L. Vandell. Experiences in After-School Programs and Children's Adjustment in First-Grade Classrooms. *Child Development* 70, 756-67, 1999.**

This article relates children's experience in after-school programs to first-grade performance. The study reported that positive staff behavior is associated with fewer behavior problems in boys, while negative reactions by staff was related to poorer reading and math grades among the boys. More frequent negative peer interactions in the programs was also correlated with increased behavior problems and poorer social skills.

**Posner, J. K. and D.L. Vandell. After-School Activities and the Development of Low-Income Urban Children: A Longitudinal Study. *Developmental Psychology* 35, 868-79, 1999.**

This paper studied after-school activities of third graders for two years. It found that children attending after-school programs spent more time on academic and extracurricular activities; children in informal care spent more time watching television and "hanging out."

**Posner, J. K. and D. L. Vandell. Low-Income Children's After-School Care: Are There Beneficial Effects of After-School Programs? *Child Development* 65, 440-56, 1994.**

This paper examined the effects of four different types of after-school care arrangements (formal after-school programs, mother care, informal adult supervision, and self-care) on 216 children from low-income families. Children who participated in formal after-school programs had higher academic and conduct grades in school and spent less time watching television than children in the other care arrangements.

**Rosenthal, R. and D. L. Vandell. Quality of Care at School-Aged Child-Care Programs: Regulatable Features, Observed Experiences, Child Perspectives, and Parent Perspectives. *Child Development*, 67, 2434-45, 1996.**

This article examined the experiences of 180 children and 152 parents in 30 child-care programs. It found that children had more positive perceptions when programs offered a greater variety of activities, while parents had more positive perceptions when child-adult ratios were smaller.

**Schinke, S.P., Cole, K.C., Poulin, S.R. "Enhancing the Educational Achievement of At-Risk Youth," *Prevention Science*, 1, 1, 51-60, 2000.**

**Weisman, Stephanie A., Soulé, David A., and Womer, Shannon C. under the direction of Denise C. Gottfredson (2001), Maryland After School Community Grant Program: Report on the 1999-2000 School Year Evaluation of the Phase I After-School Programs.**

### C. Resources for Youth Development and Learning Supports

Program Title	Funding Source	Local Information Source	Activities and Services Supported
<b>City/County System Coordination</b>			
Community Development Block Grant	<i>Federal</i> U.S. Department of Housing and Urban Development	City	Coordination of support and services to families. Facilities and direct service to families to strengthen and improve community life.
Interagency Children Services Act	<i>State</i> —SB 997 and 786 (no funding source) Permits regulations to be waived and reallocates existing resources	Check county agencies	Establishes Interagency Youth Service Councils. Encourages local development of comprehensive and collaborative delivery systems for all services provided to children and youth, enhancing local governance requirement of Healthy Start.
Community Based Family Resource Program	<i>State</i> Department of Social Services, Office of Child Abuse Prevention	Public Agencies, Schools and Non profit agencies	Expands innovative, comprehensive family resource centers.
Juvenile Crime Enforcement and Accountability Challenge Grant Program	<i>State</i> SB 1760 Board of Corrections	Juvenile Justice Coordinating Councils	Develop and implement a comprehensive, multi-agency strategy for preventing and effectively responding to juvenile crime.
Partnership for Responsible Parenting	<i>State</i> Department of Health Services, Office of Criminal Justice Planning and others	Public Health Department and other County agencies	Initiative designed to address problems associated with teen and unwed pregnancy and fatherlessness by establishing: community challenge grants, public awareness media campaign, statutory rape prosecution, and mentoring programs.
California Children and Families Initiative	<i>State</i> Proposition 10 (1998)	County Children & Families First Commissions	Approximately \$700 million in funding from cigarette tax to create comprehensive delivery system to promote early childhood development including parenting education, family support services, and multimedia campaign on early childhood development.
<b>Family Support/Social Services</b>			
Temporary Assistance to Needy Families (TANF)  CalWORKs (AB 1542)	<i>Federal</i> Temporary Assistance to Needy Families (TANF) block grants; plus state and county matching funds	County departments of social services	Provides cash assistance to families with minor children. Eligibility is based on family income. Establishes a 5-year lifetime limit on aid. Connects participants to employment preparation and job skills development activities; child care and development services; adult education and vocational education programs; mental health services and other services as needed.
Social Services Block Grant	<i>Federal</i> Title XX Social Security Act	Social Services	Activities that promote family self-sufficiency, prevent child abuse and neglect, and out-of-home placement.
Child Welfare Services	<i>Federal</i> Title IV-B Subpart 1 Social Security Act	Social Services	Emergency caretaker/homemaker, financial assistance. Family preservation, mental health, alcohol and drug abuse counseling, post adoption services.
Foster Care Maintenance and Adoption Assistance	<i>Federal</i> Title IV-E Social Security Act	Social Services	Out of home placement and reunification, pre and post-placement prevention activities. Pays for costs for minors and cost for staff, including staff training.



Program Title	Funding Source	Local Information Source	Activities and Services Supported
<b>Health Services</b>			
Local Educational Agency (LEA) Medi-Cal Billing Option	<i>Federal</i> Title XIX Medicaid Funding	Schools, Districts, County Offices of Education, Collaborative partners	Bill for medically necessary services for Medi-Cal eligible students; reinvest in broad range of support, prevention, intervention, and treatment activities for children and their families to sustain local Healthy Start initiatives.
Targeted Case Management (LEA Medi-Cal)	<i>Federal</i> Schools, Districts, County Offices of Education, Collaborative partners	Schools, Districts, County Offices of Education, Collaborative partners	Bill for case management of services to Medi-Cal eligible at risk and special education students and their families. Reinvest as above.
Medi-Cal Administrative Activities (LEA Medi-Cal)	<i>Federal</i> Title XIX Medicaid Funding	Public Health Department and Local Education Consortium (LEC)	Activities associated with administration of the LEA Medi-Cal program.
EPSDT (Early & Periodic Screening, Diagnosis and Treatment) Supplemental and CHDP (Child Health and Disability Prevention) Program	<i>Federal</i> Title XIX Medicaid Funding	Public Health Department, Managed Care Agency	Provides kinds and frequency of health assessments and treatments and types of providers not otherwise available to eligible population 0 - 21 years.
Federally Qualified Health Clinic (FQHC)	<i>Federal</i> Title XIX Medicaid Funding	Public Health Department	Medi-Cal activities and services for Medi-Cal eligible in medically underserved areas. Rate is higher, cost-based.
Children's Dental Disease Prevention Program	<i>State</i> SB 111	County Health Departments and County Offices of Education	Provides school-based dental health education and dental services that include fluoride, screenings, and treatment referral mechanisms.
Community Tobacco Use Prevention Program	Department of Health Services, Tobacco Control Section	Community based organizations, schools	Conduct interventions that support three priority areas: environmental tobacco smoke, youth access to tobacco products, and counter pro-tobacco tactics.
Healthy Families and Expanded Medi-Cal for Children	<i>Federal</i> Child Health Insurance Program (CHIP)  <i>And State</i>	Department of Health Services, County Social Services, and Managed Risk Medical Insurance Board (State)	Provides low cost and no cost medical, dental & vision care insurance for qualified children up to age 19. Provides a sign-up fee for assisting families with the application.
<b>Mental Health Services</b>			
Children's System of Care	<i>State</i> California Department of Mental Health	County Departments of Mental Health	Delivery integrated human services to children with serious emotional disturbances who are at risk of out-of-home placement. Strives to keep these children safe, in home, in school, and out of the juvenile justice system.
Substance Abuse Block Grant	<i>Federal</i> Substance Abuse and Mental Health Services, Administrative Block Grants	County Health Department/Alcohol and Other Drug Programs	Alcohol and drug abuse prevention, treatment, and after-care services.
Early Mental Health Initiative	<i>State</i> AB 1650 Department of Mental Health	Schools, Districts, Local Education Agencies	Serves children (K-3) identified as having minor school adjustment difficulties to ensure a good start in school and future school success. Provides for use of alternative personnel, cooperation with parents and teachers, plus monitoring and evaluation.

<b>Employment and Economic Development</b>			
Vocational Education	<i>Federal, State, Local</i>	School Districts, County Offices of Education, Community Colleges, Community-based organizations	Provide assessment, counseling, vocational education, on-the-job training, job placement, and basic/remedial education to youth and adults (check for eligibility).
One-Stop Career Center System Initiative	<i>Federal</i> Department of Labor	Employment Development Department, Service Delivery Area/Private Industry Council	Plans and implements an integrated, comprehensive, customer-focused, and performance-based service delivery system for employment, training, and related education programs and services.
Job Training Partnership Act	<i>Federal</i> Department of Labor	Private Industry Council, School District, County Offices of Education, Community Colleges	Provides employability services including job placement, basic/remedial education, on-the-job training and vocational education to economically disadvantaged adults, youth, and older workers.
Job Service (Also Job Agent & Intensive Services Programs)	<i>Federal</i> Department of Labor <i>And State</i> Employment Development Department	Employment Development Department	Helps employers find job-ready applicants for their job openings and reduces unemployment for adults and youth by providing job placement, counseling, testing, job fairs, job search training workshops, employer services, and labor market information.
<b>Youth Development</b>			
21 <sup>st</sup> Century Community Learning Centers ( <a href="http://www.ed.gov/offices/OERI">www.ed.gov/offices/OERI</a> )	<i>Federal</i> U.S. Department of Education (\$400 - 600 million estimated appropriation)	U.S. Department of Education (Region IX). (415) 437-7526	Provides expanded learning opportunities for participating children in a safe, drug-free and supervised environment.
California Mentor Initiative (CMI)	<i>State</i> California Department of Alcohol and Drug Programs in collaboration with other state agencies	California Department of Alcohol and Drug Programs; (916) 324-4398	Designed to reduce alcohol/drug use, teen pregnancy, educational failure, and gangs and violence by recruiting and training mentors. Has centralized location for accessing mentoring programs and offering technical assistance.
Academic Volunteer and Mentor Service Program	<i>State</i> Governor's Office of Child Development & Education	Governor's Office of Child Development and Education (916) 323-0611	To provide a caring adult mentor for every at-risk student.
America Reads Challenge: The Reading Excellence Act (HR2614/S1596)	<i>Federal</i> U.S. Department of Education \$260 million for FY 1999	U.S. Department of Education (Region IX). (415) 437-7526 (State educational agencies must apply to administer funds through a national competitive process)	Provides children with the readiness skills and support they need in early childhood to learn and read once they enter school. Supports three key activities: professional development, out-of-school tutoring, and family literacy in pre K-grade 3.
AmeriCorps	<i>Federal</i> Corporation for National Service (also administers the RSVP; Senior Corps; & VISTA)	California Commission on Improving Life Through Service (state agency which administers the program)	Engages people of all ages and backgrounds in full or part-time service in the areas of education, public safety, human needs, and the environment. Provides educational awards for 1-2 years of community service.
America Reads AmeriCorps & Student Academic Partnerships Program (SB 316)	<i>Federal</i> U.S. Department of Education	California Commission on Improving Life Through Service; California Department of Education, Goals 2000 Office	Emphasizes helping children read well by the end of the third grade. Support is provided to recruit and coordinate reading tutors and academic mentors. SB 316 is funded under Goals 2000 and focuses on recruiting college students to tutor reading, writing, and mathematics for children grades K-6.
California Conservation Corps (CCC)	<i>State</i> CCC administers a portion of federal AmeriCorps funds	Regional California Conservation Corps Centers	Provides job training and supervision using a crew-based strategy. Corps members may be employed in a broad range of direct service activities including education related activities.

School-Age Community Child Care Programs (Latchkey)	<i>State</i> California Department of Education, Child Development Division	Local Child Care Planning Councils; Resource & Referral Agencies	Provides a safe environment with age and developmentally appropriate activities for school-age children during the hours immediately before and after the normal school day and during school vacation and intersessions.
Local Child Care Planning Councils	<i>State</i> California Department of Education, Child Development Division	Local Child Care Planning Councils	Councils are established at the county level to assess county child care and development needs and establish program priorities for communities. They encompass community and child care representatives and enhance collaboration among children's services and interest groups.
Resource & Referral Agencies (R&R)	<i>State</i> California Department of Education, Child Development Division	California Child Care Resource & Referral Network state office: 415-882-0234	R&Rs are located in every county and assist parents in locating child care. They have well-developed systems that support parents, providers, and local communities in finding, planning for, and providing affordable, quality child care. Can direct individuals/organizations to local California Association for Education of Young Children chapters.
Child Care Facilities Revolving Fund	<i>State</i> California Department of Education, Child Development Division (CDD)	CDD with questions regarding contractor eligibility (926) 322-6233; School Facilities Planning Division with questions regarding the application and lease (916) 322-2470; <a href="http://www.cde.ca.gov/dmsbranch/sfpdiv/index">www.cde.ca.gov/dmsbranch/sfpdiv/index</a>	Used to purchase, transport, or install new portable child care facilities leased to school districts and contracting agencies that provide child care and development services. CDD contractors may apply for funds to lease-purchase portables for replacement and expansion of capacity.
Child Care and Development Facilities Loan Guarantee and Direct Loan Fund Programs	<i>State</i> California Department of Housing and Community Development	California Department of Housing and Community Development	Schools and others interested in obtaining a loan to purchase, maintain, improve or expand a licensed child care facility may be eligible.
TANF Recipient Training Child Development Careers	<i>State</i> California Department of Education, Child Development Division (CDD) (916) 322-6233	CDD; local Child Care Planning Councils; local Resource & Referral centers	Provides competitive grants to public and private agencies that develop programs to recruit, educate, train, and employ CalWORKs participants in child care. CA Dept. of Social Services administers similar program.
Child Development Training Consortium	<i>State</i> California Department of Education Child Development Division (CDD) (916) 322-6233	Child Development Training Consortium office, Modesto, CA; local community colleges; CDD	Works with community colleges to offer coursework leading to certification on the Child Development Permit Matrix and engages in local outreach to recruit and train under-represented groups. Sponsors Mentor Teacher programs.
Foster Grandparent Program	<i>Combination of State and Federal monies</i>	Local Area Agency on Aging (AAA) or California Department of Aging web site ( <a href="http://www.aging.state.ca.us">www.aging.state.ca.us</a> )	Foster grandmothers and grandfathers mentor children ages 0-21 who experience some form of hardship (e.g., infants suffering from health problems, students in juvenile halls; students of the California Youth Authority).
Big Brothers/Big Sisters of America; Boys & Girls Clubs of America; Boy & Girl Scouts of America; Camp Fire Boys & Girls; YMCA and YWCA of the USA; 4H Clubs	<i>Varies by local program</i>	Local chapters in your area; local parks and recreation departments (or contact the national organization).	Broad range of youth enrichment and recreation activities. These clubs are often involved in after-school activities.

## Education Services

### Education Reform and Innovation

Initiative/Program	Funding	Purpose	Who's Eligible	Contact At California Department of Education
AB IX California Peer Assistance and Review Program	State <i>California Department of Education</i>	Establishes a teacher peer assistance and review system.	School Districts, county offices of education	Professional Development Unit, High School Division (916) 324-5689
SB IX Education Accountability	State <i>California Department of Education</i>	Establishes a statewide accountability system that will hold each school accountable for annual student achievement, including a process for rewards and sanctions.	Local Education Agencies	For II/USP, District & School Support Division, (916) 653-2428
SB 2X High School Exit Exam	State <i>California Department of Education</i>	Requires development of a High School Exit Examination which will affect the high school graduating class of 2004.	School Districts with high schools	Standards, Curriculum & Assessment Division (916) 657-3011
Grade Level Reform Initiatives	<i>California Department of Education</i> General Education funds	Establishes the vision and strategies to enable academic success for all students, including collaborative partnerships with parents, other agencies, and community members. Grade level reform documents (4) available	School districts & county offices of education	Child Development Division (916) 322-6233 Elementary Education Division (916) 657-2926 Secondary Education Division (916) 657-2532
School Improvement Program (SIP)	State <i>School Improvement Funding</i> Education Code 62002	For activities that improve all students' ability to learn and schools' instructional program for all students	Schools, districts	Elementary Grades (916) 657-5440 Secondary Level Alameda COE (510) 887-0152
Even Start Family Literacy	<i>Federal</i> Improving America's Schools Act (IASA)	Serves families (parents with children 0-7 living in a low income area) by integrating early childhood education, adult basic education, parenting education; and coordinating service delivery agencies.	Schools, districts, county offices of education, community based organizations, universities/colleges	Sallie Wilson (916) 323-5765
Individuals with Disabilities Act (IDEA)	<i>Federal</i> PL 94-142 part H	Assessment and preventive services for very young children at risk of developmental disabilities. Also transition into appropriate school setting.	Schools, districts, county offices of education	Special Education Division (916) 445-4613 or (800) 926-0648 Info. on procedural safeguards

<b>Initiative/Program</b>	<b>Funding</b>	<b>Purpose</b>	<b>Who's Eligible</b>	<b>Contact At California Department of Education</b>
Job Training Partnership Act – 8% Statewide Education Coordination and Grants	<i>Federal</i> JTPA 8%-30% Projects (\$75,000) and JTPA 8%-50% CalWORKs Education Services	Provides youth and adults with barriers to employment with a range of occupational skills through school-to-career and CalWORKs projects.	Private Industry Councils with school districts, county offices of education, adult schools, regional occupational programs/centers, and community colleges	Workforce Development Office (916) 323-4437
Adult Education	<i>Federal and State</i>	Provides adults and out-of-school youth with basic/remedial education, English-as-a-second language, and vocational education services.	School districts, community colleges	Adult Education Field Assistance Unit (916) 322-2175
Cal Serve	<i>Federal</i> \$30 – 100,000 based on district ADA (\$700,000 Statewide)	Provides local and regional support for service learning (K-12).	School districts	Youth Education Partnerships Office (916) 653-3768
Foster Youth Program	<i>State</i> California Department of Education	Provides instruction, counseling, tutoring, mentoring, vocational training, emancipation services, training for independent living, and related services to children in licensed institutions and out-of-home placements.	County offices of education	Educational Support Systems Division <i>Educational Options Office</i> (916) 445-5700 <a href="http://www.cde.ca.gov/spbranch">www.cde.ca.gov/spbranch</a>
Goals 2000	<i>Federal</i> Goals 2000 Educate America Act	Local Improvement Grants support locally determined, standards-based reform efforts. SB 316 funds support tutoring for grades K-6 in reading, writing, and mathematics (also America Reads AmeriCorps).	Local Education Agencies	Local Improvement Grants: Deborah Tucker; (916) 323-9963; SB 316 (916) 657-3391
Pupil Promotion and Retention/Mandatory Intensive Instructional Programs (AB 1626; AB 1639; SB 1370, 1998)	<i>State</i> California Department of Education	Requires school districts and county offices of education to establish policies regarding the promotion and retention of pupils. Provides funding for and requires school districts to offer intensive supplemental instruction during summer school, before/after school, Saturday or intersession periods to students in grades 2-9.	School districts, county offices of education	Education Support and Networks Division District and School Programs Coordination Office (916) 654-2428 <a href="http://www.cde.ca.gov/ppr">www.cde.ca.gov/ppr</a>
Community-Based English Tutoring Program (enacted under Proposition 227, 1998)	<i>State</i> California Department of Education  Funding based on the number of limited English proficiency (LEP) pupils in the school district	Provides free or subsidized English language instruction for parents and other community members to provide English language tutoring to children and school-aged youth from LEP backgrounds. The intent is to raise the English language proficiency in the community.	School districts, county offices of education	Language Policy and Leadership Office Jorge Gai (916) 657-3677

<b>School Safety and Violence Prevention</b>				
School Safety & Violence Prevention Act of 1999 (AB 1113)	\$72m statewide Entitlement based on enrollment in grades 8-12, with guaranteed minimum for small districts and counties	To provide for safe schools and violence prevention among pupils.	Schools districts and county offices of education maintaining any of the grades 8 through 12	Louise Chiatovich (SSVPO) (916) 45-5695
Safe School Plan Implementation	\$500,000 statewide \$5,000 per school; up to 100 issued each year	To assist schools in implementing a portion of their Safe School Plan.	Schools	Steve Schwendimann (SSVPO) (916) 323-5277  Arlene Shea Attorney General's Office (916) 324-7863
Conflict Resolution and Youth Mediation	\$280,000 Statewide \$10,000 per school	To implement a conflict resolution and youth mediation program through onsite training, integrated curriculum, and school community involvement.	School districts	Bonnie Williamson (SSVPO) (916) 324-6159  Arlene Shea Attorney General's Office (916) 324-7863
School Community Policing Partnership	\$10 million Up to \$325,000 each over a 3-year period	To implement a school/community/police collaborative to deal with school crime and safety issues.	School districts and county offices of education	Yvette Rowlett (SSVPO) (916) 445-5737  Steve Jefferies Attorney General's Office (916) 324-7863
Gang Risk Intervention Program (GRIP)	\$3 million Grants of \$100,000 per year	To intervene and prevent gang violence.	County offices of education	Chuck Nichols (SSVPO) (916) 323-1026
High-Risk Youth Education and Public safety	\$18 million statewide (5-year projects)	To design and implement early interventions to prevent chronic juvenile delinquency.	School districts and county offices of education	Bill Lane (SSVPO) (916) 323-5721
Student Leadership Grant Program	\$120,000 statewide Up to \$5,000 per grant	To implement safe/healthy school projects that are designed and led by students.	High schools	Bonnie Williamson (SSVPO) (916) 324-6159
Title IV (IASA) Safe & Drug Free Schools & Communities	\$41.1 million statewide (70% entitlement, 30% greatest need)	To initiate and maintain alcohol/drug/tobacco and violence prevention programs in schools.	County offices of education and school districts receive entitlements	Jerry Hardenburg (SSVPO) (916) 323-1025  Greg Wolfe Healthy Kids Program Office (916) 657-3040
Safety Plans for New Schools	\$3 million statewide (new program)	To fund development and implementation of mandated Safe School Plans	School districts and county offices of education	Steve Schwendimann (SSVPO) (916) 323-5277

<b>Alcohol, Tobacco and Other Drugs</b>				
Title IV (IASA) Safe & Drug Free Schools & Communities	\$41.1 million (70% entitlement, 30% greatest need)	To initiate and maintain alcohol/drug/tobacco and violence prevention programs in schools.	County offices of education and school districts receive entitlements	Learning Support and Partnerships Division Healthy Kids Program Office (916) 657-3040 Education Support and Partnerships Division Safe Schools and Violence Prevention Office (916) 323-1025 <a href="http://www.cde.ca.gov/spbranch/safety">www.cde.ca.gov/spbranch/safety</a>
Tobacco Use Prevention Education (TUPE) Grades 4 through 8	\$11.9 million entitlement	To provide tobacco education and prevention programs for grades 4-8 based on ADA.	County offices of education and school districts	Learning Support and Partnerships Division Healthy Kids Program Office (916) 657-2810 <a href="http://www.cde.ca.gov/healthykids">www.cde.ca.gov/healthykids</a>
Tobacco Use Prevention Education (TUPE) Grades 9-12	\$5 million	To encourage effective programs directed at tobacco use reduction among students in grades 9-12.	County offices of education and school districts	<b>Learning Support and Partnerships Division</b> Healthy Kids Program Office (916) 657-2810 <a href="http://www.cde.ca.gov/healthykids">www.cde.ca.gov/healthykids</a>
TUPE Innovative Projects	\$2,666,667	To promote and expand innovative and promising tobacco projects.	Districts and county offices of education with innovative projects	Healthy Kids Program Office (916) 657-2810
<b>School Integrated Services</b>				
Healthy Start Support Services For Children Act (SB 620, 1991)	\$39 Million Statewide: \$50,000 Collaborative Planning Grants \$400,000 Operational Grants	Planning or implementing/expanding school integrated supports and services to assist children, youth and families with achieving academic and life success.	County Offices of Education and Districts. Targeted to schools with high population of low income and LEP students	Learning Support and Partnerships Division Healthy Start and After School Partnerships Office (916) 657-3558 <a href="http://www.cde.ca.gov/healthystart">www.cde.ca.gov/healthystart</a>
Coordinated Services (IASA) Title XI	<i>Federal</i> Title XI Improving America's Schools Act (up to 5% of funds allocated for other IASA Titles)	Develop, implement or expand coordinated social, health, and education support and service programs for children and their families.	Schools, Districts (Waiver must be submitted to CDE for approval)	Learning and Support and Partnerships Division Healthy Start and After School Partnerships Office (916) 657-3558 <a href="http://www.cde.ca.gov/healthystart">www.cde.ca.gov/healthystart</a>
<b>HIV/AIDS Grant Programs</b>				
HIV/STD Prevention Education Grant Program	\$ 260,000 per year for two years	Use local HIV/STD prevention resources to deliver age-appropriate and culturally sensitive HIV/STD education for youth at high risk for HIV infection.	School Districts and County Offices of Education	Learning Support and Partnerships Division School Health Connections Office (916) 657-5255 <a href="http://www.cde.ca.gov/lsp/cyfsbranch/health">www.cde.ca.gov/lsp/cyfsbranch/health</a>

<b>Homeless Children Services</b>				
Education for Homeless Children and Youth Program	<i>Federal</i> \$2.3 Million Statewide (Approximate)	To ensure homeless children are provided the same free, appropriate public education as provided to other children and youth.	County Offices of Education and School Districts	Title I Policy and Partnerships Office (916) 657-2577
<b>Teenage Pregnancy Prevention</b>				
Teenage Pregnancy Prevention Grant Program	<i>State</i> \$10 million statewide each year	5-year competitive grant program to delay the onset of sexual activity and reduce the incidence of teenage pregnancy.	County Offices of Education and School Districts	Learning Support and Partnerships Division School Health Connections Office (916) 653-4512
<b>Nutrition Education and Services</b>				
Child Care and Adult Food Program	<i>Federal</i> \$2,716,663 Provides reimbursement for lunch, supper, breakfast, and for morning, afternoon, or evening snack. Does not include commodity contribution.	Provides a combination of nutritious meals and snacks to children enrolled for care through USDA reimbursement.	Public and private non-profit schools and child care facilities	Nutrition Services Division Field Services Unit (916) 445-0850 or (800) 952-5609 <a href="http://www.cde.ca.gov/nsd">www.cde.ca.gov/nsd</a>
National School Lunch Program (NSLP)	<i>Federal</i> \$1,310,481,000	<i>Federally</i> funded through USDA. Provides nutritious lunches to children through reimbursement for paid, reduced and free meals.	Public and private non-profit schools	Nutrition Services Division (916) 323-4558 <a href="http://www.cde.ca.gov/nsd">www.cde.ca.gov/nsd</a>
School Nutrition Policy Grants	Grants of \$10,000 to \$20,000 per school district. Propose to fund 6 to 8 pilot projects from Feb. 1, 2002 to June 30, 2003 (17 months)	Fund school districts to direct local efforts for development and implementation of nutrition and physical activity policies, including the establishment of a school nutrition policy team	School districts and private, nonprofit schools that participate in the National School Lunch and/or School Breakfast Program	Nutrition Services Division Jan Lewis (916) 323-7185
Meal Supplements (snacks) in the NSLP This is a new program	<i>Federal</i> Reimbursement methods in schools with at least 50% of students approved for free or reduced-price meals, snacks reimbursed	<i>Federally</i> funded through USDA. Provides nutritious snack to children through reimbursement for paid, reduced-price and free snacks	Eligibility determined on a site-by-site basis. Eligible school site must be: 1. After-school care program operated by a school participating in NSLP; 2. Purpose of the program is to provide care in an after school setting; and 3. Program must include education or enrichment activities	Nutrition Services Division (916) 323-4558 <a href="http://www.cde.ca.gov/nsd">www.cde.ca.gov/nsd</a>
California State School Breakfast Program Start-Up Grants	<i>State</i> \$1.8 million statewide Up to \$15,000 per school	Defray expenses of initiating or expanding a School Breakfast Program	Schools that have no breakfast program, at least 30% needy students, and will maintain program for at least three years	Nutrition Services Division Program Resources and Education Jim Lane (916) 323-2479 <a href="mailto:jimlane@cde.ca.gov">jimlane@cde.ca.gov</a>
School Breakfast Program	<i>Federal</i> \$1,000,000 General Fund	Provides nutritious breakfasts to children through USDA reimbursements for paid, reduced fee and free meals	Public and private non-profit schools	Nutrition Services Division (916) 323-4558 <a href="http://www.cde.ca.gov/nsd">www.cde.ca.gov/nsd</a>



# Before and After School Programs Contacts for Regional Support Teams

**Regional Leads for  
Before and After School Learning  
and Safe Neighborhoods Partnerships  
Program**

**California  
Department of Education,  
Healthy Start and  
After School Partnerships Office,  
Learning Support and  
Partnerships Division,  
Child, Youth, and  
Family Services Branch**

**California AfterSchool Partnership:  
California Dept. of Education,  
Foundation Consortium,  
Governor's Office of the Secretary for  
Education**



<b>Regions</b>	<b>Statewide System of Field Support for Before and After School Programs:</b>			<b>Counties:</b>
	<b>California Department of Education</b> Healthy Start and After School Learning Partnerships Office 721 Capitol Mall, Third Floor Sacramento, CA 95814 <b>CDE: 916-657-3558</b> <b>FAX 916-657-4611;</b> <a href="http://www.cde.ca.gov/afterschool/">www.cde.ca.gov/afterschool/</a>	<b>Regional Leadership for Before and After School Learning and Safe Neighborhoods Partnerships Program</b>	<b>Intermediary for California AfterSchool Partnership</b> Center for Collaborative Solutions (CCS) 1329 Howe Avenue, Suite 200 Sacramento, CA 95825 <b>CCS: 916-567-9911</b> <b>FAX 916-567-0776;</b> <a href="http://www.ccscenter.org">www.ccscenter.org</a>	<b>Counties served within the County Education Superintendents' Regions</b>
<b>Statewide Leadership</b>	Pat Rainey, Administrator Healthy Start and After School Partnerships Office, CDE <a href="mailto:prainey@cde.ca.gov">prainey@cde.ca.gov</a>  Julie Baltazar, Staff Services Manager, HSASP Office <a href="mailto:jbaltaza@cde.ca.gov">jbaltaza@cde.ca.gov</a>	"Regional Lead" is the first contact regarding support for before and after school programs  (Contact CDE for information re: state policy and fiscal issues.)	Janet Walden, President & CEO, CCS, 916-567-9911 <a href="mailto:jwalden@ccscenter.org">jwalden@ccscenter.org</a>  Andi Fletcher, 916-428-6600 <a href="mailto:DrAndiASP@aol.com">DrAndiASP@aol.com</a>	Search for additional services in each county via: <b>California County Superintendents Educational Services Association</b> ( <a href="http://www.ccsesa.org">www.ccsesa.org</a> )
<b>1</b>	Judy Anderson, Consultant 916-657-4773 <a href="mailto:juanders@cde.ca.gov">juanders@cde.ca.gov</a>	Lucia Bianchi Mendocino COE 2240 Eastside Road Ukiah, CA 95482 707-467-5145; fax 467-5115 <a href="mailto:lucia@mcoc.k12.ca.us">lucia@mcoc.k12.ca.us</a>	Gloria Halley, Lead Mentor 530-532-5839 <a href="mailto:ghalley@bcoe.org">ghalley@bcoe.org</a>	<b>Del Norte, Humboldt, Lake, Mendocino, Sonoma</b>
<b>2</b>	Judy Anderson, Consultant 916-657-4773 <a href="mailto:juanders@cde.ca.gov">juanders@cde.ca.gov</a>	Amy Christianson Butte COE 1859 Bird Street Oroville, CA 95965 530-532-5705; fax 532-5699 <a href="mailto:achristi@bcoe.org">achristi@bcoe.org</a>	Gloria Halley, Lead Mentor 530-532-5839 <a href="mailto:ghalley@bcoe.org">ghalley@bcoe.org</a>	<b>Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity</b>
<b>3</b>	<b>John Malloy</b> , Consultant 916-654-6446 <a href="mailto:jmalloy@cde.ca.gov">jmalloy@cde.ca.gov</a>	<b>Linda Burkholder</b> Folsom Cordova USD 10850 Gadsten Way Rancho Cordova, CA 95670 916-861-0611; fax 861-0648 <a href="mailto:lburkhol@fcusd.k12.ca.us">lburkhol@fcusd.k12.ca.us</a>	<b>Ediel Butts</b> , Lead Mentor 916-991-0808; cell 524-5490 <a href="mailto:EbuttsASP@aol.com">EbuttsASP@aol.com</a> and <b>Gloria Halley (above)</b>	<b>Alpine, Colusa, El Dorado, Placer, Nevada, Sacramento, Sierra, Sutter, Yolo, Yuba</b>

Statewide System of Field Support for Before and After School Programs:				
4	<b>Mary Lu Graham</b> , Consultant 916-657-3918 <a href="mailto:mgraham@cde.ca.gov">mgraham@cde.ca.gov</a> and <b>Linda Sain</b> , Consultant 916-657-3144 <a href="mailto:lsain@cde.ca.gov">lsain@cde.ca.gov</a>	<b>Dina Hatchuel</b> Hatchuel, Tabernik & Assoc., Inc. 1516 Fifth Street Berkeley, CA 94710 510-559-3193; fax 559-3166 <a href="mailto:dina_hatchuel1@hta1.com">dina_hatchuel1@hta1.com</a>	<b>Darlene Currie</b> , Lead Mentor 415-776-4113 <a href="mailto:DrCurrie2@aol.com">DrCurrie2@aol.com</a> and <b>Antonio Jones</b> (below)	<b>Alameda,            Contra Costa,            Marin, Napa,            San Francisco,            San Mateo, Solano</b>
5	<b>Doug McDougall</b> , Consultant 916-657-4906 <a href="mailto:dmcDougall@cde.ca.gov">dmcDougall@cde.ca.gov</a>	<b>Rocio Abundis-Rodriguez</b> Monterey County Office of Ed. 901 Blanco Cr., PO Box 80851 Salinas, CA 93912-0851 831-784-4168; fax 755-0367 <a href="mailto:rabundis@monterey.k12.ca.us">rabundis@monterey.k12.ca.us</a> and <b>Anne Wheelis</b> , Curric. & Instruction Dept; 831-755-6466 <a href="mailto:awheelis@monterey.k12.ca.us">awheelis@monterey.k12.ca.us</a>	<b>Ediel Butts</b> , Lead Mentor 916-991-0808; cell 524-5490 <a href="mailto:EbuttsASP@aol.com">EbuttsASP@aol.com</a>	<b>Monterey,            San Benito,            Santa Clara,            Santa Cruz</b>
6	<b>Norma Munroe</b> 916-657-3558 <a href="mailto:nmunroe@cde.ca.gov">nmunroe@cde.ca.gov</a>	<b>Vicki Bauman</b> Stanislaus County Office of Ed. 1100 H Street Modesto, CA 95354 209-525-5132; fax 525-4912 <a href="mailto:vbauman@stan-co.k12.ca.us">vbauman@stan-co.k12.ca.us</a>	<b>Antonio Jones</b> , Lead Mentor 916-419-5404; fax 419-5405 cell 916-501-7044 <a href="mailto:antoniojonesASP@aol.com">antoniojonesASP@aol.com</a>	<b>Amador, Calaveras,            San Joaquin,            Stanislaus, Tuolumne</b>
7	<b>Norma Munroe</b> 916-657-3558 <a href="mailto:nmunroe@cde.ca.gov">nmunroe@cde.ca.gov</a>	<b>Pansy Torres Ceballos</b> Tulare County Office of Ed. 7000 Doe Avenue, Bldg. 300 Visalia, CA 93291 559-651-0155; fax 651-0172 <a href="mailto:pansyc@tcoe.org">pansyc@tcoe.org</a> and <b>Sally Bakke</b> 559-733-6300; <a href="mailto:sbakke@tcoe.org">sbakke@tcoe.org</a>	<b>Gary Moody</b> , Lead Mentor 559-259-6305 <a href="mailto:GmoodyASP@aol.com">GmoodyASP@aol.com</a>	<b>Kings, Fresno,            Madera, Mariposa,            Merced, Tulare</b>
8	<b>Linda Ryerson</b> , Consultant 916-653-6415 <a href="mailto:lryerson@cde.ca.gov">lryerson@cde.ca.gov</a>	<b>Judy Seyle</b> Ventura Co. Educational Services Center 570 Airport Way Camarillo, CA 93010 805-388-4412; fax 388-4329 <a href="mailto:jseyle@vcss.k12.ca.us">jseyle@vcss.k12.ca.us</a> and <b>John Anderson</b> <a href="mailto:janderson@vcss.k12.ca.us">janderson@vcss.k12.ca.us</a>	<b>Becky Newman</b> , Lead Mentor 949-786-1669 fax 949-786-2668 cell 949-874-6166 <a href="mailto:rlnewman@cox.net">rlnewman@cox.net</a>	<b>Kern,            San Luis Obispo,            Santa Barbara,            Ventura</b>
9	<b>Judi Brown</b> , Consultant 916-657-5447 <a href="mailto:jbrown@cde.ca.gov">jbrown@cde.ca.gov</a>	<b>Barbara Meloy</b> San Diego COE, Safe Schools 5404 Napa Street San Diego, CA 92110 619-718-6671; fax 688-2409 <a href="mailto:bmeloy@sdcoe.k12.ca.us">bmeloy@sdcoe.k12.ca.us</a>	<b>Becky Newman</b> , Lead Mentor 949-786-1669 (above) <a href="mailto:rlnewman@cox.net">rlnewman@cox.net</a> and <b>Ray Trinidad</b> , Mentor 310-433-6987 <a href="mailto:RayJTrinidad@aol.com">RayJTrinidad@aol.com</a>	<b>Imperial, Orange,            San Diego</b>
10	<b>Linda Ryerson</b> , Consultant 916-653-6415 <a href="mailto:lryerson@cde.ca.gov">lryerson@cde.ca.gov</a>	<b>Joanne Parsons</b> Inyo County Office of Ed. P.O. Box 970 960 Sugarloaf Rd., Bldg. 3 Big Pine, CA 93513 760-938-2936 x233; fax 760-938-3127 and <b>Catherine Hiatt</b> , Asst. Supt. <a href="mailto:catherine_hiatt@inyo.k12.ca.us">catherine_hiatt@inyo.k12.ca.us</a>	<b>Becky Newman</b> , Lead Mentor 949-786-1669 (above) <a href="mailto:rlnewman@cox.net">rlnewman@cox.net</a> and <b>Ediel Butts</b> (above)	<b>Inyo, Mono, Riverside,            San Bernardino</b>
11	<b>Frank Pisi</b> , Consultant 916-657-4749 <a href="mailto:fpisi@cde.ca.gov">fpisi@cde.ca.gov</a> and <b>Jane Ross</b> , Consultant 916-653-5270 <a href="mailto:jaross@cde.ca.gov">jaross@cde.ca.gov</a>	<b>Madeline Hall</b> Los Angeles Co. Office of Ed. 9300 Imperial Hwy., Rm. 103-2 Downey, CA 90242-2890 562-922-6112; fax 940-1662 <a href="mailto:Hall.Madeline@laoe.edu">Hall.Madeline@laoe.edu</a>	<b>Becky Newman</b> , Lead 949-786-1669 <a href="mailto:rlnewman@cox.net">rlnewman@cox.net</a> and <b>Antonio Jones</b> (above)	<b>Los Angeles</b>

# Healthy Start and After School Partnerships Office

## After School Partnerships - Analyst Assignment



Region	Analyst	Counties
1	<b>Marcie Gregory</b> (916) 653-6212 <a href="mailto:mgregory@cde.ca.gov">mgregory@cde.ca.gov</a>	Del Norte, Humboldt, Lake, Mendocino, Sonoma
2	<b>Marcie Gregory</b> (916) 653-6212 <a href="mailto:mgregory@cde.ca.gov">mgregory@cde.ca.gov</a>	Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity
3	<b>Marcie Gregory</b> (916) 653-6212 <a href="mailto:mgregory@cde.ca.gov">mgregory@cde.ca.gov</a>	Alpine, Colusa, El Dorado, Placer, Nevada, Sacramento, Sierra, Sutter, Yolo, Yuba
4	<b>Marcie Gregory</b> (916) 653-6212 <a href="mailto:mgregory@cde.ca.gov">mgregory@cde.ca.gov</a>	Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano
5	<b>Amy Cameron</b> (916) 657-4784 <a href="mailto:acameron@cde.ca.gov">acameron@cde.ca.gov</a>	Monterey, San Benito, Santa Clara, Santa Cruz
6	<b>Marcie Gregory</b> (916) 653-6212 <a href="mailto:mgregory@cde.ca.gov">mgregory@cde.ca.gov</a>	Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne
7	<b>Amy Cameron</b> (916) 657-4784 <a href="mailto:acameron@cde.ca.gov">acameron@cde.ca.gov</a>	Kings, Fresno, Madera, Mariposa, Merced, Tulare
8	<b>Amy Cameron</b> (916) 657-4784 <a href="mailto:acameron@cde.ca.gov">acameron@cde.ca.gov</a>	Kern, San Luis Obispo, Santa Barbara, Ventura
9	<b>Marcie Gregory</b> (916) 653-6212 <a href="mailto:mgregory@cde.ca.gov">mgregory@cde.ca.gov</a>	Imperial, Orange, San Diego
10	<b>Amy Cameron</b> (916) 657-4784 <a href="mailto:acameron@cde.ca.gov">acameron@cde.ca.gov</a>	Inyo, Mono, Riverside, San Bernardino
11	<b>Amy Cameron</b> (916) 657-4784 <a href="mailto:acameron@cde.ca.gov">acameron@cde.ca.gov</a>	Los Angeles